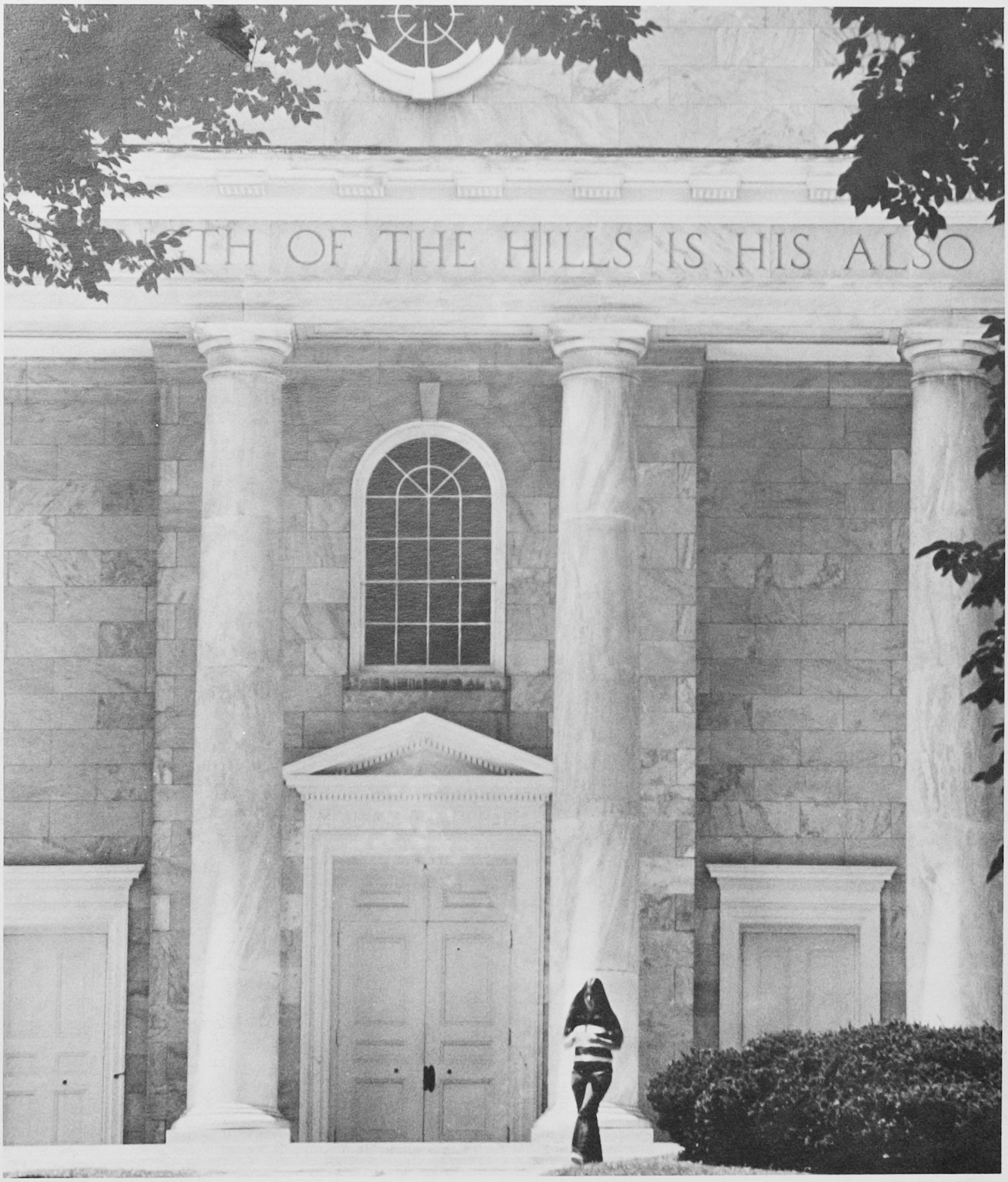
Middlebury

COLLEGE NEWS LETTER PARENTS' EDITION SUMMER 1974



The Campus in Summer

Around the Hill

Among students who do a lot of arithmetical calculations—in Physics, Chemistry, Economics—the palm-sized electronic calculator is fast replacing the trusty slide rule. Although it costs, at $50-$60, about 10 times as much as an adequate slipstick, the calculator is 5 or 6 times faster and presents less opportunity for human error.

Should calculators be allowed in the classroom during exams? Well, clearly not unless everyone in the class has one. Slide rules have traditionally been permitted, even encouraged, in Physics and Chemistry exams, although their utility is not as widespread as one might have supposed: in a typical exam question, professors have required the student to show only that he knew how to set up the problem correctly; it is assumed that he can then perform the necessary arithmetical operations. (In Mathematics, the slide rule has never been useful at all; there the subject matter is algebraic formulae, not arithmetic operations.) But in the Economics department, certain courses, such as Economic Statistics and Principles of Accounting, do involve substantial amounts of arithmetic calculation—in exams as well as homework. In these courses, use of the little calculator gives a clear advantage over those students having only the less expensive slide rule.

Therefore at their May meeting the Faculty, upon recommendation of the Educational Council, voted that "the use of calculators during in-class examinations at Middlebury (shall) be forbidden unless every student has access to one."

Happy Birthdays

- to James Killian, ScD'45, who'll be 70 on July 24th;
- to George D. Aiken, DCL'70, who turns 82 on August 20th;
- to C. Douglas Dillon, LLD'65, 65 on August 21st;
- to Roy Wilkins, LLD'65, 73 on August 30th;
- to William Hazlett Upson, LittD'50, who reaches 83 on September 26th; and
- to John W. Gardner, LLD'58, who'll be 62 on October 8th. Felicitaciones, gentlemen!

Alumnus joins staff

Ken Nourse '52 has been named to the new post of Director of Public Affairs at the College, with general responsibility for public relations and with special responsibility for alumni and parent affairs at Middlebury. He will also be responsible for news policy, media liaison, and publications.

Ken began 11 years in college admissions when he joined the Clarkson staff as assistant director of admissions in 1953. Thereafter he was director of admissions at Rochester Institute of Technology 1957-58, returned to Clarkson as director of admissions 1958-65, then joined Worcester Polytechnic Institute as assistant dean of student affairs and director of admissions and, since 1971, as dean of admissions.

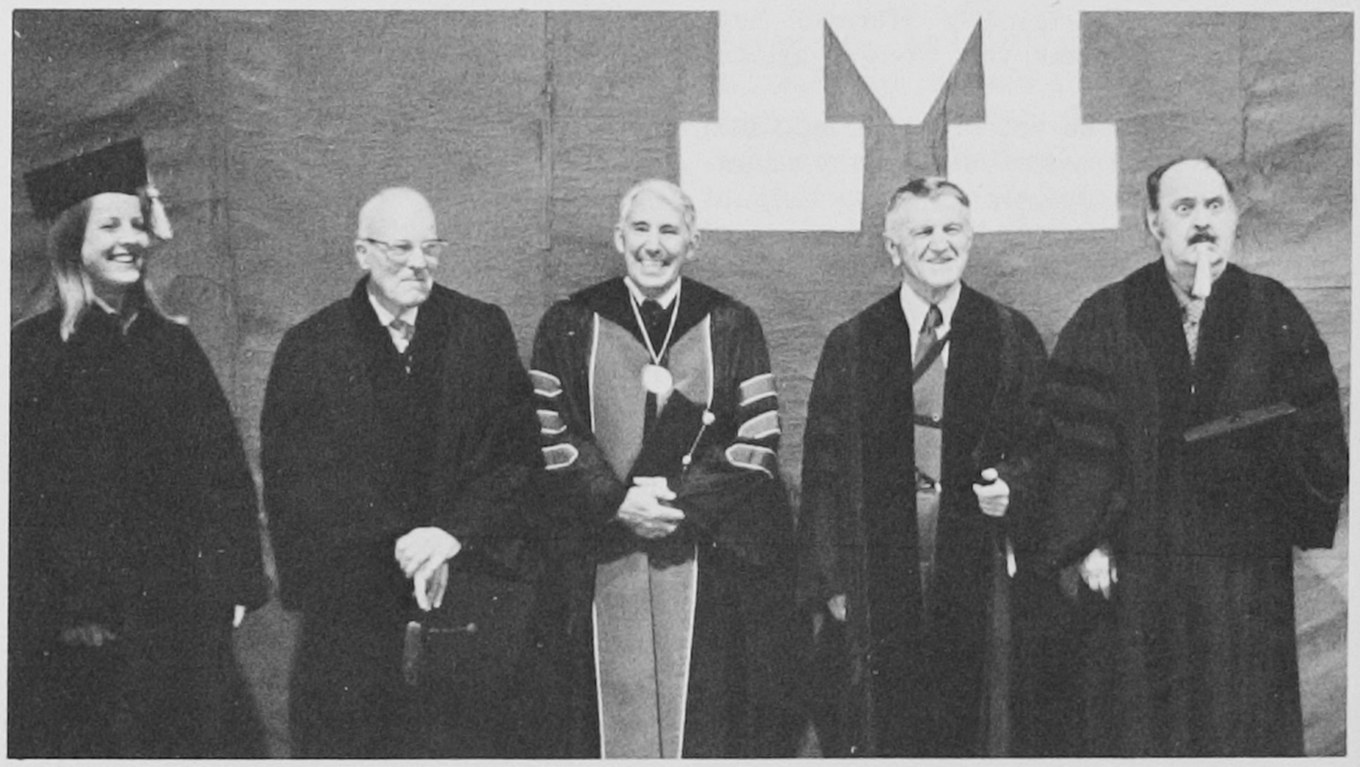
Before entering Middlebury in 1948, Ken served for two years in the Navy. In support of the College since graduation, he was president of the Massachusetts district of Middlebury's Alumni Association, was a director of the Association for two years, and last summer was elected to a 4-year term as Alumni Trustee, a position he has now resigned to accept this appointment in Administration. His two brothers are also Middlebury alumni; James '43 and Bartley '48. He was married in 1954 to Joyce Rohde; they have two sons, Daniel and David.

Ken Nourse '52

Honors

Commencement this year was on a cool overcast Sunday with occasional sprinkles. In a jammed Memorial Field House, President Armstrong conferred 380 baccalaureates, two Master of Science degrees, and four honorary degrees. Better than two in five of the Class of '74 graduated with honor: eight *summa cum laude*, 28 *magna cum laude*, and 121 *cum laude;* 62 were elected to Phi Beta Kappa.

Valedictorians were Jill Lacy of Hilton, New York and Allen Wheatcroft of Lewisburg, Pa.; Mary Kane of Barrington, Ill. and Robert Kane II (no



Honorary degree candidates FitzGerald, Kay, Samborski, and Mostel in relaxed mood pose with President before ceremonies in Memorial Field House.

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Middlebury
COLLEGE NEWS LETTER

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EDITOR: Gregor Hileman. EDITORIAL ADVISORY BOARD: Jack Bates '42, Ray Bosworth '29, Walter Brooker '37, Marilyn Bruhn '47, Paul Cubeta, George Huban, David Littlefield, Howard Munford '34, Dennis O'Brien, Gordon Perine '49, Kimberly Sparks, A. Richard Turner.

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The Middlebury College News Letter is mailed without charge to all alumni. A parents edition, without alumni news, is mailed without charge to all parents of students and recent graduates. Every alumnus is asked to inform the Alumni Office of his change of address and of any news concerning himself or another alumnus.

While Bob Polifka '75 selects discs for his classical-music programs from WRMC's library, program director Jeff Freundlich '75 produces his mid-morning show, beamed across Vermont hills by transmitting antenna in Gifford cupola, right. Above, a few of the dozens of FCC broadcaster's licenses posted in the studio.

Fiddler on the Roof (1964), but is remembered particularly for his *tour de force* in *Rhinoceros* (1961)—a triumph perhaps surpassed by his Leopold Bloom in *Ulysses in Nighttown*, whose untimely demise cost Broadway a remarkable play but allowed Middlebury the pleasure of Mr. Mostel's company.

Adolph Samborski, recently retired from a 50-year association with Harvard (where he majored in German Literature), was the recognized leader throughout the 1960's in intercollegiate-sports cooperation among Eastern colleges and universities. At Harvard he coached football 1925-27, basketball 1925-38, baseball 1925-60, directed intramural athletics 1927-60, and was assistant director, then Director, of Athletics from 1960 until his retirement in 1971.

Silver Anniversary

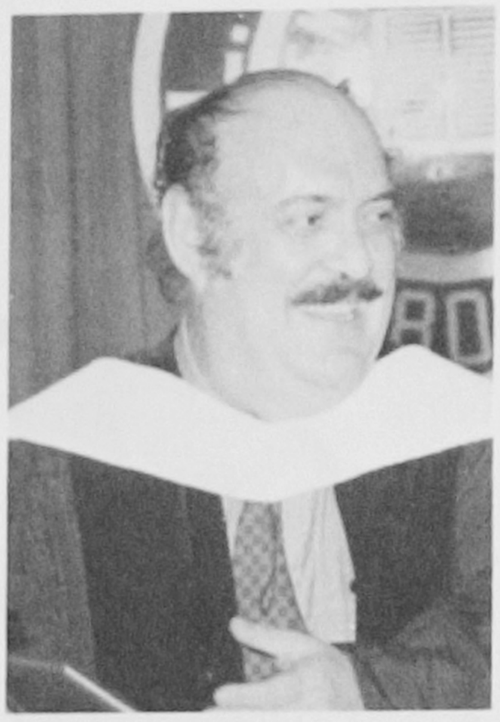
In April 1949 sophomore John Bowker '52 set up a five-watt radio station in an old chicken coop behind his parents' home a block west of Mead Chapel and with classmate Larry Draper began evening broadcasts of music and news to the campus dorms in May. The equipment cost about 40 dollars; the FCC-assigned call letters were WMCRS and the frequency was 750 kc. The first campus visitor interviewed on the fledgling station—by disc jockeys Sid Kay '50 and Alan Gussow '52—was bandleader Charlie Barnet.

When the broadcasters reassembled in the fall, they set up a new studio in the basement of the Student Union where Bowker, son of Mathematics Professor John Bowker, installed a new 11-watt carrier-current system that transmitted through the College house-current lines. Jim Kitchell '51 was the station's president—and its newscaster. WMCRS resumed its programming on December 5th, 1949 and has operated throughout the academic year ever since. In 1967 the College began FM broadcasting on 91.7 megaherz as WRMC, with a 10-watt transmitter (and antenna in the cupola of Gifford) that covers a 10-mile radius in the Champlain Valley. In 1968 the station began operating around the clock and in 1970 moved its studios from the basement to the second floor of Proctor Hall. AM transmission was discontinued in 1972.

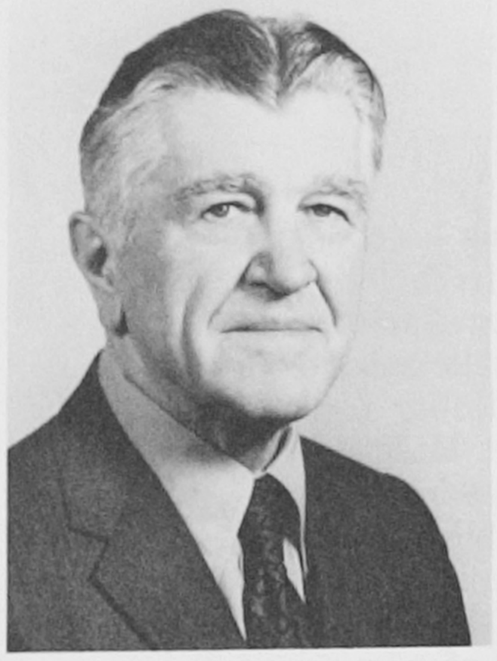
This May the station marked its 25th anniversary with the dedication of a new production studio to Chris Brown '74, its designer and builder. The studio contains new turntables, new tape recorders, and tape-cartridge players, all feeding signals through an audio-mixing console via circuitry designed and wired by Brown.

For the past two years WRMC has been hooked into the UPI audio news network for non-commercial stations; this net provides correspondents' reports from around the world, interviews with newsmakers, and coverage of special events. (Last fall WRMC broadcast the entire Senate Watergate hearings.) In January the station was the first in Vermont to begin using a new UPI solid-state teletype, which is smaller, quieter, faster, and less liable to errors or breakdown.

Station manager Chris Graff '75 announced that a five-year program has been approved which will permit WRMC to broadcast in stereo by 1980.

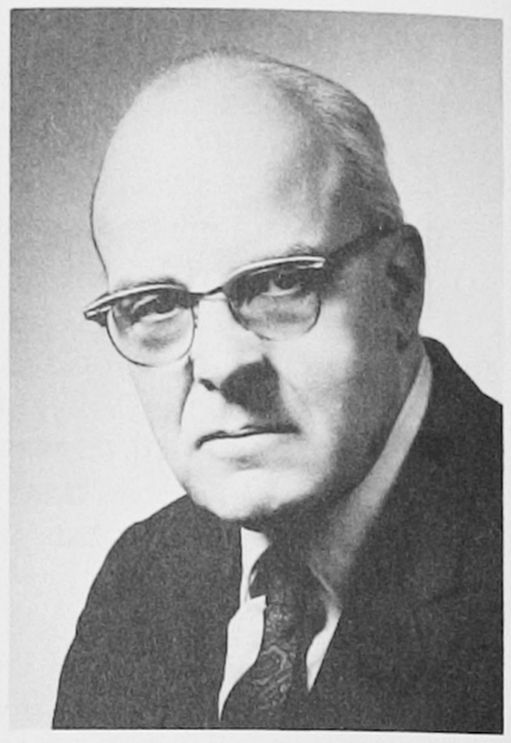


Zero Mostel
DOCTOR OF LETTERS



Adolph Samborski
DOCTOR OF LAWS

Frances FitzGerald
DOCTOR OF LETTERS



Marshall Kay
DOCTOR OF SCIENCE

relation) of Sodus, N.Y. were the salutatorians.

Receiving honorary degrees were reporter Frances FitzGerald, geologist Marshall Kay, actor Zero Mostel, and athletic director Adolph Samborski. The citation for a fifth degree, to Middlebury parent David Rockefeller, was read, but a hip injury suffered in a fall in Taiwan prevented Mr. Rockefeller's presence to receive the degree.

The august occasion was considerably enlivened by the japeries of the irrepressible Mr. Mostel.

Miss Fitzgerald, whose searching examination of Vietnam in war time, *Fire in the Lake*, won a Pulitzer Prize, a National Book Award, the Bancroft Prize, and seven other awards, is the youngest woman ever awarded an honorary degree by Middlebury. She delivered the commencement address.

G. Marshall Kay, preeminent American geologist and a leading researcher on continental drift, recently retired as Newberry Professor of Geology at Columbia after 35 years on the faculty.

Zero Mostel, painter-turned-actor, is renowned for his performances in *A Funny Thing Happened on the Way to the Forum* which won him a Tony award for best actor (1962-63) and in

Friends departed

Mrs. Gertrude Craig, who served the College for 21 years as superintendent of dormitories (1942-55) and then as housemother of the Atwater Club, the Independents' house (1955-63), died this April in Middlebury. She was 85. From 1963 to '72 Mrs. Craig had been hostess of the Community house—originally Horatio Seymour's house, near the Congregational Church.

Mrs. Craig was not only a friend and advisor to hundreds of Middlebury undergraduates, but also an active participant in village life, serving as deaconess of her church, member of the Women's Club, the Friends of the Ilsley Library, the Case Street Homemakers, and other organizations in town.

She is survived by her two sons, James and William '37, ten grandchildren, and a great-granddaughter.

One of Middlebury's most colorful—and most widely known—alumni died this spring in Springfield (Vt.) Hospital. Sam Pettengill '08 was 88; he had lived in retirement for the past 18 years at Robin Hill, his boyhood home in Grafton, Vt.

Mr. Pettengill was a Congressman for four terms ('31-'39), syndicated columnist 1940-50, an author of 5 books, and a nationally recognized spokesman for conservation.

A Democrat raised in Vermont and an ardent anti-New-Deal Democratic Congressman from Indiana, Mr. Pettengill came to national prominence as outspoken opponent of Pres. Roosevelt's "Court-packing" bill in 1937. He continued in opposition by speaking against FDR's reorganization bill as an infringement on the political independence of the civil service, and thereafter against FDR's third term. Retiring from Congress in 1939 because he didn't wish to serve as a Democrat under Roosevelt's national leadership, Pettengill became a syndicated columnist for the Gannett newspapers in 1940; his column titled "The Gentleman from Indiana" appeared for the next 10 years. He was also a prominent spokesman for Gannett's "Committee for Constitutional Government", which vociferously opposed Roosevelt in particular, and Federal "big government", generally. In 1942 he was chairman of the Republican Party's National Finance Committee. In 1943-45 he served as general counsel to the Transportation Association of America and from 1948-56 was publicist for the Pure Oil Company in Chicago. He retired in 1956, at age 70, to his boyhood home in Vermont.

After Middlebury and Yale Law School, Mr. Pettengill established his law office in South Bend in 1912. He entered politics 13 years later when he was elected to the South Bend School Board in 1926. Entering the Congressional primary in 1930, he became the first Indianan of either party to support repeal of prohibition; he opposed it as unworkable, although he himself did not drink.

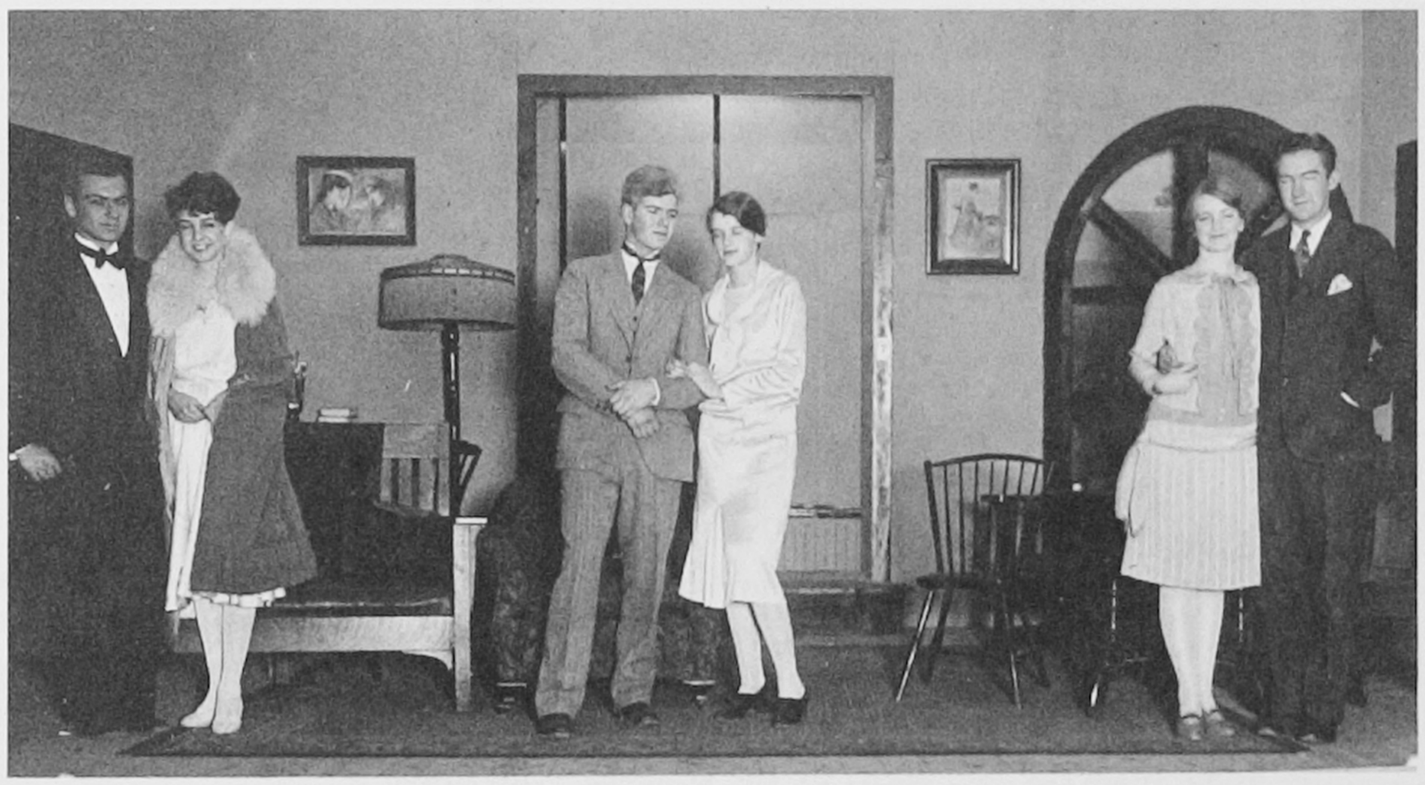
Of his five books, the middle three, *Jefferson, the Forgotten Man; Smoke Screen;* and *For Americans Only*, were inspired by animus against the New Deal. His last work, *The Yankee Pioneers—a Saga of Courage*, reviewed in these pages (Winter '72), was written from his retirement in Vermont. Mr. Pettengill was founder and first president, 1962-72, of the Grafton Historical Society. His grave is in the Grafton Village cemetery.

Sam Pettengill '08 served Middlebury College as an alumni Trustee from 1930-1938 and was awarded a Doctor of Laws degree in 1949. His father, Samuel, was class of 1861.

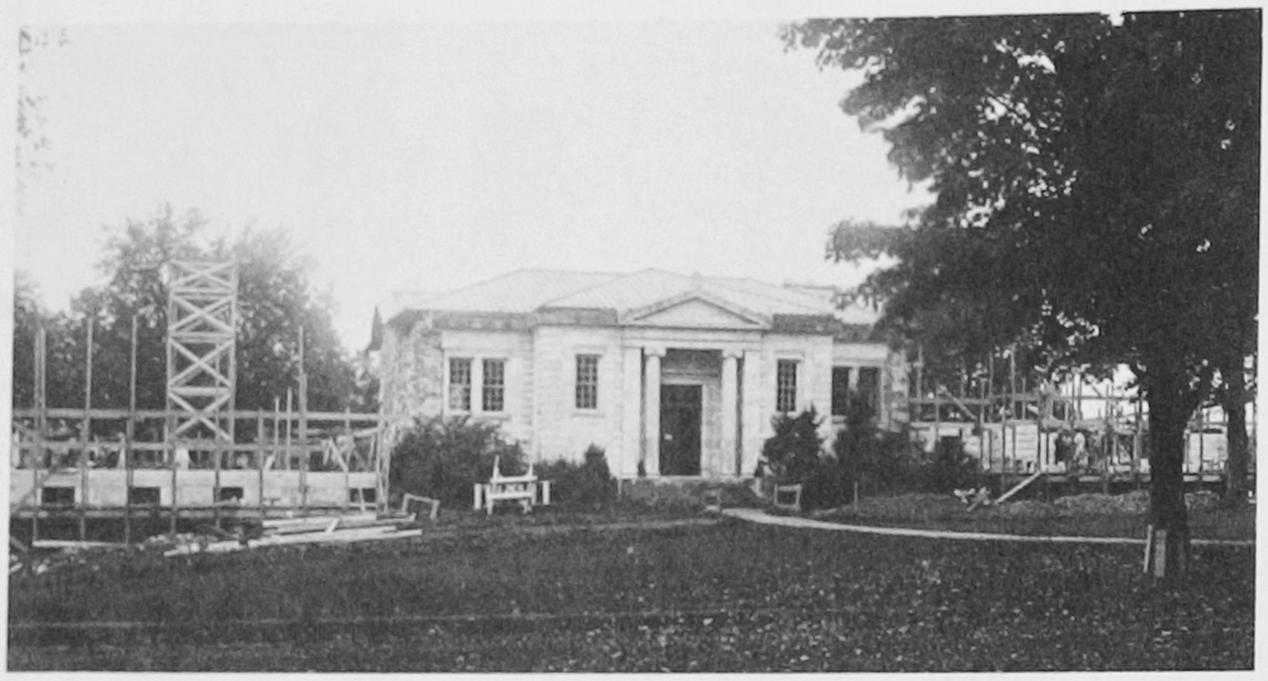
Old Grad's Scrapbook

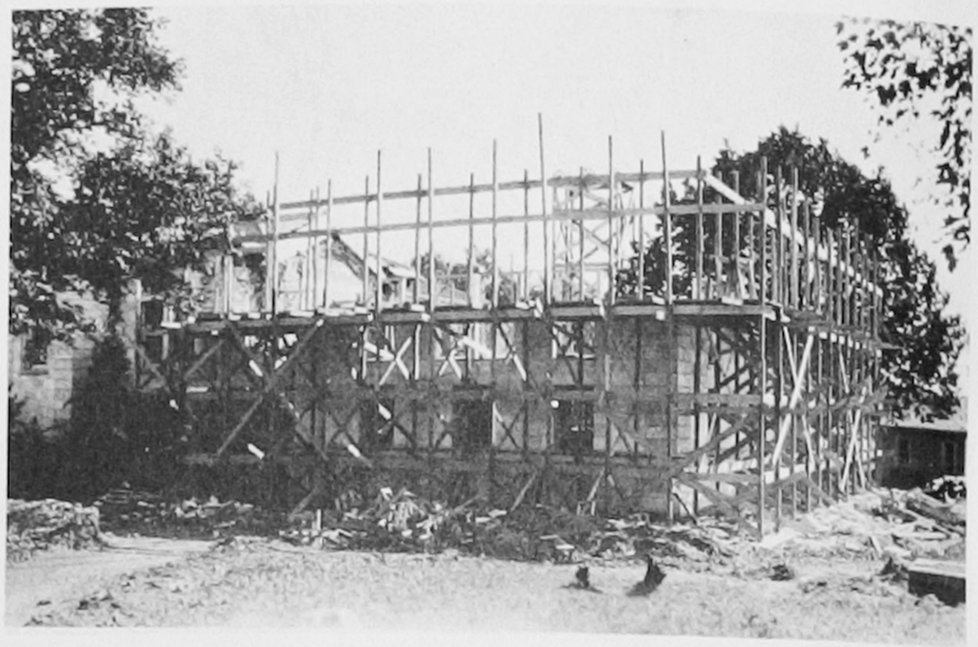
The Mob on the way to a funeral? No, the 1912-13 Glee Club off on tour. At left, in the "practice kitchen" complete with Edison lights and honest plumbing, lady students perfect the academic art of washing dishes.

Billy Farrell, seen below outside of Warner in 1926, started working for the College in 1896 and after 32 years as Chief Janitor retired in 1928 at age 73. He was the first College employee ever to be retired on a pension. The snow-shoveling picture first appeared in the January 1927 News Letter.



In post-curtain tableau, above, from the 1926 production of "Dulcey" in the old College Playhouse, we think *we see sophomores David McLean and Ruth Howard, Sam Pattee and Doris Collins, and Dorothy Dietz and Ray Saulnier.*





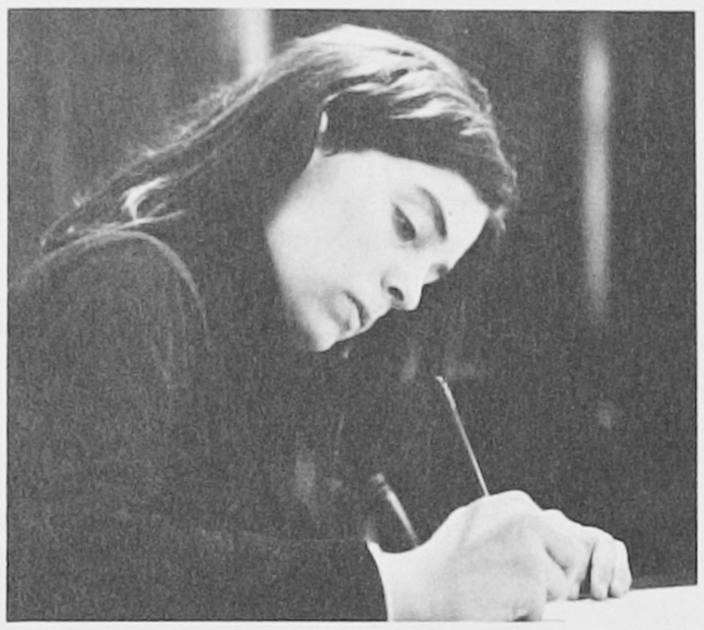
In 1927 new wings were being added to Starr Library, which had opened in 1900; above, outer walls of Abernethy wing rise within its intricate staging.

In '28 rink ice was courtesy of Mother Nature, and weather or ice conditions wiped out five contests. Season record was 6-1-0. Skating in front of Chemistry, Midd here scores on Clarkson enroute to 4-2 win.

The 1931 sextet was 6-3-1, losing only to Brown, Princeton, and Harvard. From left, Ted Huntington, Urho Makela, Duke Nelson, Capt. Walt Crocker, George Foote, and Carl Webster. Middle four were from Boston area.

In days of the 10-cent lunch, Main Street was newly paved and boasted a pedestal traffic light. This was the summer of 1933: the banks had closed in March; Prohibition was still the law of the land; First National (left) was displaying the NRA eagle; and Germany's new Chancellor was Adolph Hitler. Many of these photos are from a collection given the College by Howard Huntress '30; others are from College Archives. The College welcomes gifts to its Archives of photographs of the campus or town by alumni and the editor invites additional information from readers concerning old pictures published in the News Letter.

"Is There Some Bare Minimum . . .



"I can think confidently of a number of things which it would be nice for an education to achieve. I am less confident that a liberal arts college is necessarily the best, or even a good, place to achieve these desirable things. I am least confident that any specific course would be more or less successful at achieving these things.

"In this spirit let me make a list roughly in descending order of priority. First, literacy in the widest sense . . . implying the ability to communicate more or less effectively with a large number of people competent in different fields of knowledge. To be largely ignorant in very many such areas is inevitable; to be completely ignorant, even of the rudiments of the pertinent vocabulary, is deplorable.

"Second would come the ability to reason fairly competently. Much sound reasoning is already programmed into the very structure of languages. Nevertheless, the ability to understand the diferences between correlation, coincidence, causation and unilinear causation, just to give one example, strikes me as essential. Another example, the distinctions between proof, strong and weak inferences, suggestions, beliefs, and feelings.

"Third, the cultivation—above *all else* —of imagination. (I have a largely unsubstantiated suspicion that our educational establishment from grade school through graduate programs *tends* to systematically discourage imagination.) Also, it would be wonderful if we could cultivate aesthetic sensibilities. Standards of taste . . . should be sharpened, if they cannot be improved.

". . . The ability to communicate orally and in writing effectively—if not necessarily elegantly—is the *absolute sine qua non for everything* else that is being done in any kind of educational endeavor . . ."

Klaus Wolff
(Economics)

"1. Every graduating student *must* be able to express himself clearly and without drivel in written English. But this job cannot be wholly palmed off onto the English department; we all need to have a part in it, and encourage it in our courses. Suggestion: Keep required "writing course".

2. He ought also to be able to *argue* clearly. But I see no course structure that would justify another course requirement.

3. He ought also to have some knowledge of the depth and complexity of his own civilization. Again, I don't know how this could be accomplished by a requirement.

"Writing, yes (see (1) above). Oral? There is no way to do it without a considerable increase in staff (which the College can't afford) *or* a considerable change in teaching techniques (which the Faculty would be unenthusiastic about)."

Pardon Tillinghast
(History)

"We in the U.S. have a very "soft" attitude toward education, in my view, generally. The contrasts with Norway are enormous. I'm for requirements, feeling that the student is not qualified to decide what is really good for himself. But my ideas are too broad for specific courses. How about basic physics or chemistry since we are in the atomic age? How about basic sociology and economics since we have urban chaos and widespread crime? And in view of the very low credibility of politicians today, perhaps we need a thoughtful gesture at basic government . . .

". . . If we had broad agreement among the Faculty that bad grammar and spelling should be explicitly penalized, we could make more progress than we presently do. Bad writing discredits the graduated student, Middlebury College, and the Faculty. I deduct 3 points for every misspelled word, to a maximum of 20 points in outside prepared work done in my "Corporation" course.

"We had public speaking years ago, but it gradually lost its credibility as a discipline of any substance. In my view, it is more important to work on writing than oral proficiency."

David Smith
(Economics)

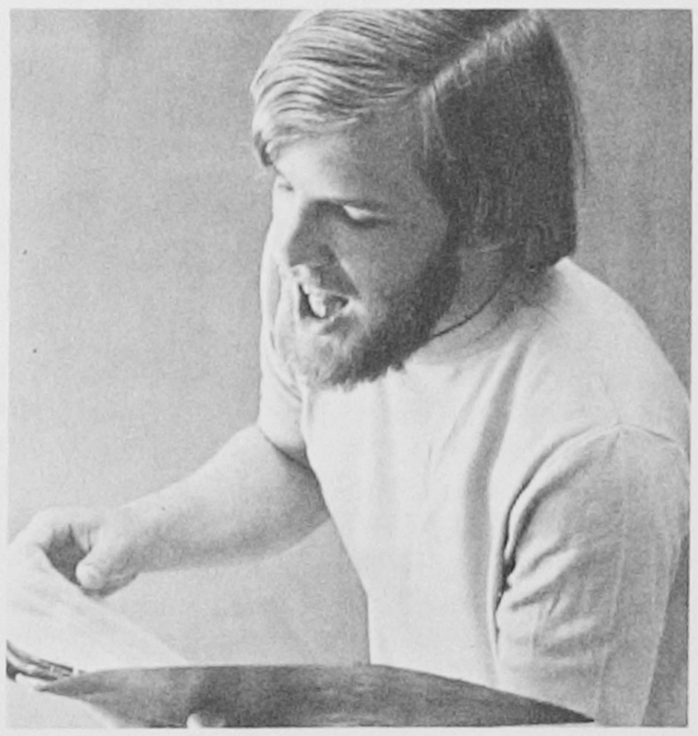
"A sound knowledge of a foreign language, biology, art, music, literature, and at least some of the social sciences (e.g., history and economics). However, I believe that students should be advised, urged, and persuaded to go into these areas: they should not be *required* to. The adage about a horse and water applies well to education.

"Shouldn't *all* courses train students to express themselves well in writing (and demand that they do so)? And can't any advanced seminar course train students to express themselves clearly and forcefully "on their feet"?"

George Saul
(Biology)

". . . I would do away the current gym requirements, but make gym facilities and instruction available. I would make proficiency in reading and writing English a requirement for entrance to Middlebury College. We should not have to teach remedial "anything." I would require skill in one foreign language . . .

"I see no reason for demanding science or math courses unless they are part of a larger program (i.e., pre-med, etc.) . . . One can make a better case for a required course in visual education (e.g., design) than for traditionally required courses (science, history, English, gym). I would keep general requirements loose and at a minimum and provide students with as many choices as practicable.



"I honestly believe that one of the best ways to spend four years of college is for a student to take utterly "useless" courses . . . courses which promise no dollar gain or career value. The two courses I took as an undergraduate which were most valuable to me were courses in Chaucer and Shakespeare. It is not likely that I would have ever read Chaucer as thoroughly (or at all) if I had not taken the course, and I haven't read him since graduation, but I think of him with pleasure and profit and can still repeat many lines.

"Having interests in what makes life

The Liberal Arts at Middlebury—

Should there be a basic content?

Basic standards of performance?

Views of some members of Faculty—and a comment on tenure

At present there are only three College-wide requirements for a Middlebury degree:

1. In the "freshman writing program," the student must complete one of nine courses offered in the English-Drama or American Literature departments;
2. In the "physical education program," he must pass a pool test (staying afloat unassisted in deep water for 5 minutes; and
3. either complete five "seasons" of lifetime sports, or demonstrate at least intermediate-level competence in three such sports. (Five "seasons" are offered in each academic year. The 17 lifetime sports available are:

archery	karate
badminton	riding
bowling	sailing
canoeing	skiing
dance	ski touring
figure skating	squash/handball
fly casting	swimming
golf	tennis.)
ice skating	

Three of the nine courses offered in the freshman writing program are composition courses requiring at least 12 papers per term; the other six focus on some species of literature (narrative fiction, poetry, drama, essay, prose fiction, or American literature) but require frequent original writing by the student (at least nine papers per term). Also, eight of the courses (the ninth is a Winter-Term writing course), are conducted in the Socratic mode which places a premium on clear oral expression of the student's ideas.

Thereafter, the students' liberal-arts education is structured by the requirements of his major, of which 35 are available. This includes 5 varieties of Environmental Studies major, 4 varieties of American Studies major, and an Independent Scholar Program in which students with exceptional needs may put together their own "majors."

Thus every Middlebury graduate has passed one term of "composition," will not drown for at least 5 minutes, is reasonably proficient in at least three lifetime sports, and has completed one of 35 majors.

In September 1972, when the Special Committee was about to begin its deliberations, its chairman, Dean of the Faculty A. Richard Turner, spoke to an assembly of Faculty about many of the educational issues it would be considering (see "Alternative Futures for Middlebury," Winter '73 News Letter). One of these was the "core curriculum" question:

> "The second curricular issue is," Turner said, "do we believe that students passing through Middlebury should share some common body of knowledge? The expanding branches of knowledge suggest to many that free choice and lack of prescription is increasingly important; on the other hand, there is a growing lack of intellectual discourse among our students and faculty because of the fragmentation of our endeavors. And several among us who have experienced the common-body-of-knowledge approach recall how fruitful it was that at least a group of young people had read a book in common, or faced a problem in common, and so were able to carry on fruitful discussion. So the common-body-of-knowledge idea, so old-fashioned in some ways, deserves careful reconsideration in an environment where intellectual loneliness and lack of intellectual communication is often alleged."

This spring the News Letter asked members of the Faculty to comment on this notion. "Is there some bare minimum," we asked "—of factual knowledge or analytical proficiency or practical technique—that should be a part of *every* student's liberal arts education?" And, as one instance, "ought any holder of an AB degree be able, at least, to express his thoughts with some reasonable proficiency in writing—and perhaps in speaking?"

Among the 22 responses there was, of course, some overlap in specific suggestions but no preponderance of agreement on any. Six thought *no* courses should be required in common of all Middlebury students, although most of these hoped that more effective counseling by academic advisers would prove helpful.

Since the variety of opinion offered makes any tabular summary impossible, and because many of the responses are idiosyncratic, we present, here, excerpts from a number of them, as an indication of how some of the more-concerned members of Faculty view liberal-arts education in 1974:

believe it is easiest to teach communication via the writing route. Hence a course in writing should be mandatory. Other than that, no college student *must* (take anything)."

Hartwig Fischer
(Biology)

"First, the absence of requirements itself implies an educational philosophy. It has been described as a cafeteria model of education: each student fills his/her own tray. Perhaps more effective advisors, rather than requirements, are necessary; divisional distribution systems lend themselves so easily to cores of time-servers in survey classes.

"Middlebury requires Freshman English, which aims at (and achieves, in my experience) increased proficiency in writing. It is for me a crucial course. Effective speaking, like good writing, seems primarily a matter of clarity of thought. I don't know what a college course in speaking would entail, but I'd be interested to see."

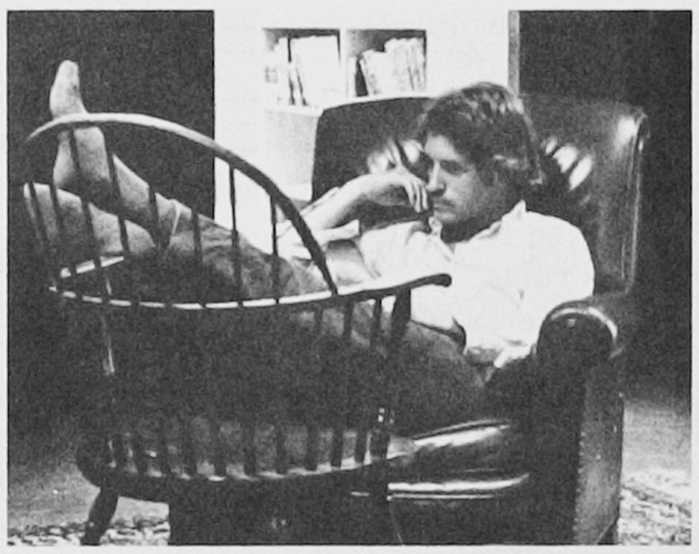
John Elder
(English-Drama)

"As a card-carrying member of the Special Committee on the College, I'm quite willing to go along with the report and say no more. However, I think it should be made clear that on the Committee we were not trying to devise the perfect liberal arts curriculum, or to define precisely what liberal arts means; we were trying to come up with a way of proceeding educationally which, given all the specifics of Middlebury, would make sense for us and which would at least give some kind of a focus to our educational endeavors, here. . . . A Middlebury BA should have at least a solid enough grounding in two separate rather disparate disciplines so that she would know at least what the questions are and what avenues towards possible solutions might be most profitably explored . . .

"Ideally, I think a student should be literate in at least one language other than her own; that she should have a solid grounding in mathematics; and that she should be forced to come to terms with major questions of ethics and responsibility in such a way as to see the difficulties and painfulness of choice when choice must be made . . . And yes, I do think that we have to teach basic writing techniques to ensure that an AB can at least set her ideas forth clearly on paper. I'm sorry this isn't done in the schools, but since it isn't we must do it in college."

Nicholas R. Clifford
(History)

"a) The knowledge of one language other than English (and measured by a *proficiency* test, not by the length of study); b) A knowledge of 1) what is a natural (or physical) science, 2) what is a social science.
It is a typically old "liberal arts" requirement, but it is as good as ever and badly needed.



"Emphatically yes. This "writing proficiency" is even more important than before; in the last few years (according to the College Board), the average score on writing tests has significantly dropped. The average student cannot (literally) write a coherent essay in English!.Middlebury badly needs requirements.

"But then, when requirements are re-established (and they will have to be sooner or later), they have to be administered "liberally" (with no rigidity) and the faculty has to make it work. The rebellion against requirements was mostly a rebellion by students against meaningless courses, poorly taught and not considered worthy of their effort by most faculty.

"We all know the average level of secondary educators in this country is abysmally low. The student, usually, leaves high school with a feeling of having learned hardly anything. It's nice to talk about "student-centered learning" and "individualized instruction," it usually means the student is left alone to do what he wants, how he wants it. For the very best it is great, but for the average it is catastrophic. The absence of requirements, far from being a "liberal" measure, reinforces discrimination: the bright student can learn in spite of any system. But the not-so-bright (often economically underprivileged) needs to study in a structured situation. It is the duty of every liberal arts college to give its students this kind of structured environment . . ."

Jean Carduner
(French)

"The fewer constraints we have, the better we can serve our clients. A better question would be whether we, as faculty members, believe our role is to tell what is known—or to prepare our clients for what will be learned in the next 20 years. I prefer to look on our clients as apprentices rather than students, and attempt to help them learn to function in a discipline. Whatever the discipline, they should learn to recognize a problem as being important, they should learn to gather and assemble information, and they should learn to organize their own answer. If they indeed are functioning in a discipline, they cannot avoid performing—in a music studio, a science lab, a seminar discussion, at the typewriter, in the library.

"To what extent do our clients learn to function in some discipline? In its broadest sense, this includes developing an awareness of the discipline's heritage, and the individual's place in history, but these should not dominate.

"The only requirement in our geology program is the 3-unit senior research and thesis; this effort gives each client confidence in his (her) ability to truly function. Each research problem is chosen by discussion between client and faculty advisor, in the context of long-term departmental inquiry, and so nearly all problems are worthwhile and fruitful research is done. We devote considerable effort to editing the thesis—for organization, clarity, and audience—and the senior then devotes considerable effort to re-writing. It is the editing and re-writing that develops proficiency in writing, providing the topic is one that can be a useful contribution to future seniors, present faculty, and possibly audiences in the community or scientific public."

Brewster Baldwin
(Geology)

"... That Should Be a Part of Every Student's

worth living. One can and should cultivate them in college. I think one should make discoveries early in life, because life is short and there is much to savor. I am not thinking exclusively of the arts. Science, politics, philosophy, economics, etc., etc.: it matters not so long as one has several passions. I believe with John Dewey that interest stimulates effort and accomplishment. Teaching "the whole man," "teaching to think," "teaching to stimulate creativity"—we have all heard such educational cant . . . It cannot help me with next Monday's ten o'clock class or any other.

". . . On campus, every colleague I know requires his students to express his thoughts proficiently in writing and speaking. This is more demanding than formal requirements: it's a fact of academic life . . ."

Robert Reiff
(Art)

"I feel strongly that a liberal arts education is so broad that a student should select his interest and concentrate, without requirements to bog him down. However, all teachers of whatever courses, must be prepared to correct fundamental grammatical errors . . ."

Robert Pfeiffer
(Physical Education)

"Every graduate should have (1) a reasonable (?) knowledge of the literature of his native language; (2) enough grasp of scientific fundamentals to understand some of the impact of science and technology on himself and society; (3) enough knowledge of social science to realize that the individual and society are often in conflict . . .

"I do not think speaking is as important as writing, nor is writing as important as reading. Writing is and should be required for intrinsic reasons and because learning to write is the best way to learn to read."

Bruce Peterson
(Mathematics)

"Yes! (1) Mathematics—More of what is presently covered in Math 101, i.e., logic, probability theory, matrix algebra, plus elementary statistics and use of computers.

(2) Natural science, especially physics and biology since these, more than chemistry or geology, are the sources of dominant metaphors in other disciplines.

(3) Knowledge of certain classical works in the Western tradition, e.g., the Bible, Plato, Shakespeare. Here as in (2) the emphasis should be on works and ideas which have had a seminal impact which cuts across usual disciplinary boundaries.

(4) Substantial knowledge of at least one non-Western society and its cultural traditions.

(5) Real competence in a foreign language, at least at the third-year level.

"I would rather say, 'should be able to clearly formulate his thoughts in reading, as well as writing and speaking.' This goal, however, should be the constant concern of all teachers and not restricted to members of any one department."

John McCreery
(Sociology-Anthropology)

". . . I would add, as an *alternative* to the present graduation requirement, achievement in three subject areas, to be defined somewhat differently, both qualitatively and quantitatively, than majors, and to be offered by some but probably not all the departments and programs. This is similar to what the Special Committee on the College proposed ("concentrations") with one major difference: there would be no requirement that students select subject areas according to any distribution pattern.

"Some might find stimulation through studying dissimilar subjects, but in general I believe that learning proceeds most productively when areas of knowledge or creative activity are considered in relation with, rather than in contrast to, one another. I could only rely on a rich program of extra-curricular activities and lectures to inform those with humanistic biases about the natural and social sciences, and those with scientific interests about the arts and humanities. We missed a major opportunity recently when we allowed our puritanical feelings and disagreements about distribution to prevent a structuring for one of the processes by which significant kinds of learning can take place.

"There should be proficiency in thinking, and feeling, and in the expression of thought and feeling . . . Of course, (this) . . . is not only the responsibility of the English Department: in a College committed to the virtues of remaining small, there must be opportunities all through the curriculum for small discussion groups, sections small enough for the instructor to evaluate frequent examples of writing and a commitment on the part of the instructor to reasonable standards for proficiency in writing."

Edward Martin
(English and Drama)

"Yes, but not one to be defined by specific courses. I think the Committee's report was on the right track by requiring a distribution of studies throughout defined *areas*. The report did not go far enough in this direction, though.

" 'Reasonable proficiency in writing' is required all over the place, but not as a specific course. I think we meet this need implicitly. As for speaking, we ought to hire qualified people to mount and maintain a decent speech program."

Jacques Jimenez
(Teacher Education)

(A bare minimum?) "No!

"A college student must be able to communicate with others; if he can do so in writing or orally—fine. However, it is equally valid if he be able to do so in any other fashion, i.e., in painting, dance, photography, music, or other. I believe generalizations of the sort, 'Every college student must . . .' are repressions of major proportions.

"Now having said that, let's get down to brass tacks. The general level of communication ability of college students is abysmal; and although it may be a repression of the odd outstanding individual, I

greater possibilities for the student to follow his own particular intellectual interest—Independent Study, the College Scholar Program, in which a student can be free of major requirements and develop his own program following his own particular interests. Now, one can't really regret this and in a way it's brought into being a kind of intellectual liveliness and a sense of *real* commitment on the part of a certain small percentage of students that we probably didn't have before.

Morever, this is a country-wide phenomenon; it isn't just Middlebury. There has been a general relaxation of standards everywhere, in the public universities and the private institutions. There has been a movement to reject traditional grading procedures. . . . I myself happen to believe in them.

Q. You believe in grading?

M. Yes, when a pass/fail proposal came up before the Faculty a year or two ago, I spoke against it and I quoted Henry Adams, and think it was rather persuasive to some people in the meeting: he said as a result of his experience as a professor at Harvard back in the 19th century, that he thought the record a student compiled in the four years of college, taking into account, now, that he may not have been interested in this particular course or that particular course, but the overall record, he said, is 'the most disinterested, objective, thorough evaluation that any individual will ever get of his ability, his motives, his character.' I just feel that we are being derelict in our duty as teachers if we don't really mark and mark *very* carefully, and mark rigorously, because that's what we're *doing* for the students—we're in effect helping them find out something very important about themselves.

Q. It's a service you're being paid for . . .

M. You're damn right! I notice in the Winter Term, when we are on the pass/fail system and I have 20 theses and I have 48 hours before I have to start teaching again, I don't read those theses nearly as carefully as I would if I had to grade them all the way from A+ to F. I read them more quickly; I read them once, and it's either "pass" or "fail".

Q. You say this present trend toward greater freedom (more independent study, and college scholar program and so on), that this helps a small percentage of students; but what is the affect upon the greater majority of students?

M. I don't think human nature has changed that much from my days as a student, and you know there are certain people who may not agree with this at all, but *I* know that in my *own* case, I was so anxious to do well, compile a good record, particularly from those professors who made the greatest demands upon me, that I *worked*! I really worked hard. And I see this all the time in students in my classes; students are in there partly because they know—I try to make the situation such that they find out—that if they *don't* come to class they're going to do poorly; they're going to get a poor mark on their exam. (If they don't, there's something wrong with what I do in class). And how they study those comments on the paper! And how pleased they are when they get an A, and how downcast they are when they get a C+; and if they get a C+, I mean if its someone who is well-motivated, he grits his teeth, and says, "Well, by God, I'll really show him next time!"

Well, maybe that's a kind of adventitious or artificial stimulus but, I don't know, it cultivates. . . . If we all, as a faculty, demanded that the papers be handed in on time, that we read them carefully, we grade them rigourously, then over four years the students really cultivate habits of sustained attention and concentration which are going to stand them in good stead for the rest of their lives! But if they work only as they're prompted to, by the interests of the moment, or when they happen not to be diverted by other things, then I think they are not ready for what they're going to have to face, later, if they're going to pursue any kind of a career. Of course, 'career' is also kind of a pejorative word these days with a lot of students. But there are still people who want to become doctors or lawyers or scholars or artists, you know,—other than finding themselves a little piece of land in Vermont.

Q. What is there about the younger faculty, that now constitutes the majority here at this College, that makes them so much more permissive concerning schedules and markings and so forth?

M. Well, we have to remember that these young men who were coming in here in the late '60s and early '70s were part of the same student generation that was at that point in rebellion against the Establishment and what seemed to them to be traditional approaches to education, which they were sure. . . . well, you had to wipe the board and start all over again. I think they were genuine and sincere.

I often used to laugh with Doc Cook, though, about some of these innovations like pass/fail, or students designing their own syllabus, doing independent work, and so forth; we used to laugh and say, "Yeah! *Easy teaching*!" But these innovations would be proposed on the basis of high-sounding principles. But sure, if you meet your class three hours a week and assign several papers and a thesis, then an exam —and lecture! 'Lecture' became a dirty word for awhile. But lecture, discussion groups, seminar groups, it doesn't matter! It's a question of how *well* each of them is done. And I discovered that conducting a discussion group well takes as much work as giving a good lecture, but not all discussion groups are conducted well.

No, I think this was a part of the whole movement during the late '60s and early '70s against rigidity, against what seemed to them to be meaningless requirements; they were trying to put the student back more and more on his own resources: they said,

Because the College felt the traditional "major" may offer too narrow a track for many students, a special Committee on the College devoted a year and a half (1972-1973) to devising alternative educational tracks in addition to the major. (See "New Tracks and Checkpoints on the Course", Summer '73 News Letter, p. 11). The committee's proposals were not accepted by the Faculty (see Winter '74 News Letter, p. 2).

Consequently, the Faculty continues teaching within pretty much the same structure of curricula and distribution requirements that was in place two years ago. There seems to be a considerable—although probably not a prevailing—dissatisfaction with the present structure, but no general consensus about how to modify it.

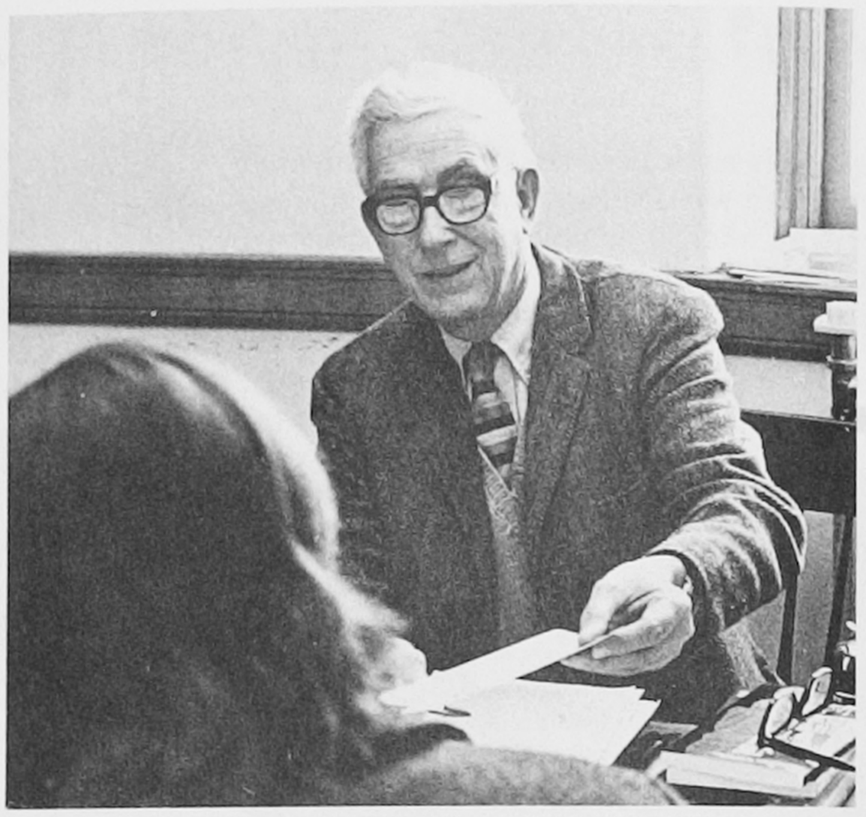
One sort of misgiving has been expressed by Howard Munford '34, professor of American Literature, who voiced his concerns about a decline in academic standards to an all-Faculty colloquium at Bread Loaf in September of 1970. During an interview this past year on another matter, Prof. Munford spoke about academic requirements, grading, and tenure; his remarks are published below:

Munford: We *did* have (in the '40s and '50s) a sense of ourselves as a corporate body and of what our aims were. We spent a lot of time in committees and in faculty meetings trying to state and define our goals and our standards. We therefore had various statements in the Handbook, that have since disappeared—for example, what level of work should be given an A or an A—? what was a B supposed to stand for? what should a C stand for? We tried to define these things, and then we had various rules and regulations designed to see that we made certain demands of the students that they had to live up to. We don't have that sense of common goals and purposes and agreed upon standards any more, I think.

Question: Are you thinking, now, just of course-work demands?

M. Well, yes; we had, for instance, a general examination—required in all departments for their majors. There was a carefully drawn up statement, in the Faculty Handbook, as to what this was supposed to try to achieve:

> "One of the important objectives of Middlebury College is to provide for each of its students a well-integrated, unified body of intellectual experience. It wishes not only to give them factual and technical knowledge, but it wishes to assist them in developing that deep and broad understanding which comes from the assimilation of knowledge and to form a comprehension of all parts of their major field and its relationship to other fields. With this objective in view, each division and department will define and announce its aims and objectives of overall correlation and comprehension in terms of its own subject matter."



Well, this sort of formulated objective has just disappeared.

Q. Do you think, as a result, that the educational purposes of the individual departments are now less clearly focused?

M. Well, I wouldn't say that. The only point that I'm trying to make is that back during the '40s and '50s we did have this respect for ourselves as a corporate group: we thought it was our obligation to agree as a group on what our common goals and purposes were and what our overall College standards should be.

Today we have pretty much a laissez-faire situation with respect to each department. We've eliminated any requirements as to how the different departments should perform, with respect to the other departments or to any common goals. About the only remaining requirement, now, along this line is a certain maximum number of courses that the student may take in a given subject or field.

The only point that I think this is demonstrating is that the Faculty no longer has any sense of itself as a corporate group. And that's the question I raised for discussion at Bread Loaf in 1970: "How can we as a corporate group generate a sense of purpose, a common sense of intellectual excellence supported by practices and procedures on which we can agree?" Well, we didn't get anywhere on that discussion; I think this is the spirit of the times.

Q. Do you interpret this evaporation of requirements as symptomatic of a kind of a failure of nerve, as some have said?

M. I think that's probably it. There has been this whole movement toward a greater latitude and freedom. You know, it's not all bad! I'm not being an old fogey, here, and saying "It used to be great, but now it's terrible." The movement has been toward greater openness and allowing more freedom, independence,

TO LIVE BY

The Baccalaureate Address of James I. Armstrong, May 26th, 1974

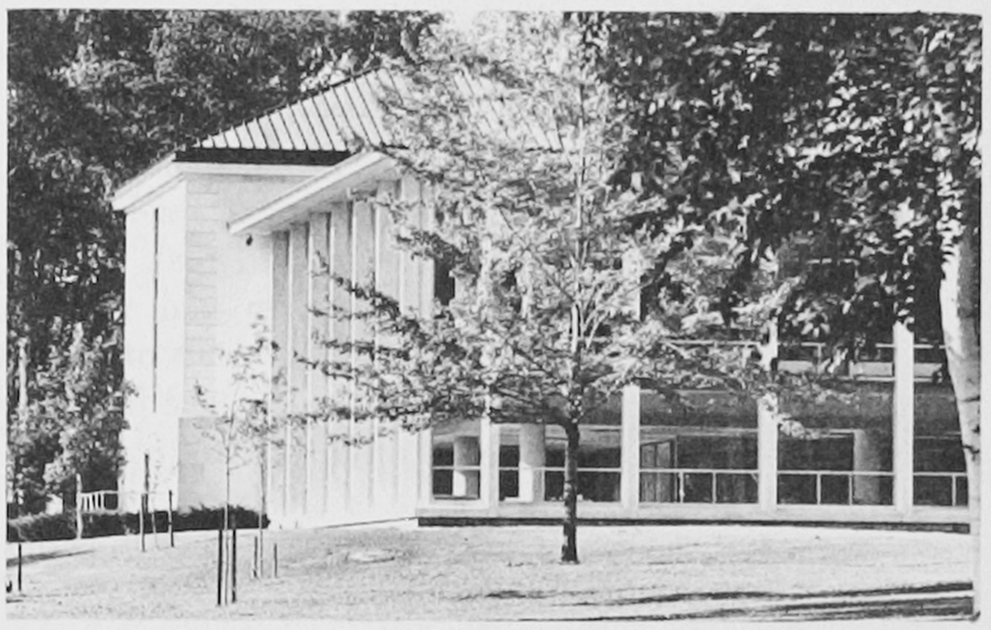
It is a country scene by the banks of the gently flowing Ilissus River. Beneath a plane tree a teacher and a student are just completing a long discussion of the use of words in the search for truth. As they finish their conversation, the teacher Socrates says to Phaedrus, his friend and student:

> "Should we not offer up a prayer to the local deities?"
>
> *Phaedrus:* "By all means."
>
> *Socrates:* (praying) "Beloved Pan, and all ye other gods who haunt this place, give me beauty in the inward soul; and may the outward and inward man be at one. May I reckon the wise (the lover of truth) to be wealthy, and may I have such a quantity of gold as a temperate man and he only can bear and carry. Anything more? The prayer, I think, is enough for me."
>
> *Phaedrus:* "Ask the same for me, for friends should have all things in common."
>
> *Socrates:* "Let us go."

So it was, in the first center of learning in the Western world—and the prayer stands, still as fresh and all-embracing and satisfying as the day it was prayed. We are the inheritors of the values deftly and simply expressed. We may complicate the expression of them, but we ask the same—to have a pure heart, to be at peace with oneself (psychologists have long inveighed against the devastation to the human being by a separation of the inner and outer man), to value most highly the love of and pursuit of truth (which is by no means the private preserve of professors), and not to let less important considerations distort our vision of how we engage in this pursuit. And we, like Phaedrus, say too: it is well for friends, for all of us, to have these aspirations in common. Not bad!

Now I have an undeniable, even uncontrollable tendency to idealize the first Academy, but you must admit it was, from all reports, a student's dream! An ideal college! To begin with, there was no administration and no admissions office, no registrar's office, only conversation—just one professor and anyone who shared his curiosity about man and the world he finds himself in—a student. The student-teacher ratio was very favorable, and there were no departments of instruction, for from the start this college acted in the belief that knowledge is one! And, gentle parents, there was no tuition. Does sound idyllic, doesn't it?

Well, we may have overcomplicated the structure of the modern academy, but we've tenaciously held to the simplicity of what Carl Becker identifies as the *great* virtue of Socrates, the virtue he says, "that all professors should in some measure have . . . the virtue of being concerned above all things with the disinterested search for truth." It is to man's credit, I think, that amid all the accretions, encrustation, technological complications and ornamentations we've added to the Academy, we've not lost sight of this one absolutely central concern.



Now "the Truth" gets to be a pretty elusive concept, variously used, as you know, to refer to what George Washington told after his encounter with the cherry tree, to scientifically arrived at evidence and, as in Plato, to the Form or Idea of an abstraction. And I suspect in the course of your four years in the academy you have had occasion to test yourself in the presence of each one of these aspects of truth. Some of you have learned about the complexities of historical truth from Professor Tillinghast, others of musical truth from Professor Fanning, others of economic truth from Professor Smith (although in these inflationary days the economists are a little shaky about *their* truth.)

You have lived in an environment persistently permeated with a respect for evidence. It has been all around you, an ingredient in every discussion, in every conversation, bull session (not always so apparent but frequently invoked), and in every classroom and laboratory. College catalogues are often criticized for vapid cliches and exaggerated claims. They speak grandly of the "pursuit of truth," but you see that is precisely

and it is in large part true, that the only genuinely lasting education comes when one is really engaged or interested in what he is doing, not doing it because he is being required to, by some professor.

So we can't really regret it, but I think we've lost something in the meantime. I think we've almost become a little university, with 25 or 26 different departments pursuing their own specialties without much attention or regard for what's going on elsewhere. It's always been my idea that a liberal arts college should be quite different from this; if you want a university education, then go to a university. That we should look at the student's total experience, what he's doing in this area with respect to what he's doing, or perhaps should be doing, in other areas. I regretted very much the dropping of the science requirement. I finally voted for dropping it principally because the science departments were creating new courses, terminal courses, for people just to *satisfy* the requirements; that wasn't my idea at all. My idea was that every student that majored in American Literature, say, ought to have *one* course where he went through the same process as a beginning scientist, so he'd have some experience of the rigour and the attention to detail and having to *see* something through a microscope and *know* what he sees and be able to *report* what he sees so that somebody else can see the same thing, and I think it's particularly important for people in literature to have that experience! Well, the times were against it; it's gone and I'm sorry.

Q. Do you think the pendulum has finished swinging in that direction? Is it going to start back?

M. Well, at the time that we eliminated these requirements, it was said at the faculty meeting—and many people voted for the elimination of these requirements for this reason—that we weren't necessarily against any and all college-wide requirements, we just didn't think our present ones were any longer fulfilling any useful purpose, but that we would proceed to examine the possibilities of new or different kind of requirements. Well this College Committee is coming up, this fall [1973], with something which in effect represents this. In effect, students are going to be required to work in two areas instead of one. I think this is a good idea. It will get us back more into what I think a liberal arts education should be providing and than I think we're providing now.

I think as a liberal arts college we ought not to be trying to provide a vocational training, or professional education . . . we're not giving training, we're *educating*. We're trying to make cultivated, liberal (in the root sense of the term liberal), open-minded, thoughtful, cultivated people. Of course, part of our function is to see that people who get into it are able to do well in their professional, graduate work, but that's not our primary purpose; we're not a pre-professional school.

The interesting thing is that law schools and medical schools have said in the last 15 or 20 years that they prefer candidates with majors in English or American Literature or History, provided they also have the basic knowledge they need in their specialty—chemistry, biology, or whatever. And over the last ten years we've had at least five American Literature majors, here, who've gone into medical school. One of them, after one year in med school, came back to see me; he hadn't liked the work at all; he said so much was only rote-memory learning; he was thinking about quitting and going on to—he was a very good student he could have made it—going into graduate school and getting his PhD in American Literature. And I said, "Oh no, Bob! We don't need any more American Literature scholars, but we do need educated cultivated *doctors*! You just stay right with it!" Well, I don't think he was really asking my advice, but I'm happy to say he did stay on in medical school. But that's what I think a liberal arts education ought to represent. I want thoughtful, cultivated doctors!

M. I believe in tenure; I see the reasons for it. As it happens, Middlebury is now out-of-phase on its life cycle: If you had the usual proportion of people coming along for retirement, and you're hiring about the same number of young men and women, and had that normal life cycle going, there wouldn't be this problem that we have now.

Q. About seven or eight years ago, in effect, too many good young people were hired and given tenure?

M. I told the President, "Really this is a huge irony, President Armstrong." I said, "Look, thanks largely to you and your recruitment policies, we've gone out and we've recruited just about as fine a group of young teachers and scholars as you could ever hope to find, and now we're here in this position of having to tell them that they have no future at Middlebury!"

The McCarthy period is very vivid in my memory, and I just think, particularly in this present administration and if they hadn't been such fools . . . in the kind of climate they were creating and the kind of pressures they were exerting, I'll tell you, tenure would have been more important than *ever*!

So I argue with some of my younger colleagues about this and say, "You just aren't *old* enough to remember what we went through during the McCarthy period!" You should realize that this business of academic freedom is a fundamental and important, serious issue.

But in the meantime it has some unfortunate results. If we continue to tenure the good young men we have now, we're going to have a 90% tenured faculty within a short time, and because of the age distribution, the bulk of them are going to be fastened in for the next 25 or 30 years. Well, okay, but what kind of an institution will you have, 25 or 30 years from now, if you haven't had fresh, new, vigorous ideas coming in from the graduate schools and the universities for a whole generation? □

Faculty Report to Alumni Assoc.

By David K. Smith '42,
Professor of Economics

The faculty representative's report is traditionally simply one person's view: this is not the result of a committee which sat down and put together an agenda, and then somebody speaks for the committee. This set of remarks is my own personal sense of what is significant in terms of the Faculty's concerns.

I want to speak of three matters essentially, but in introducing them I thought it would be very useful to give an overall comment on my sense of the College after returning from a year's leave in Norway, last year.

There is great improvement in perspective, I'm sure, in sabbaticals. Now in coming back, the thing which struck me—and, I felt, importantly—was that this was a happy campus. I had a very keen sense that the students were delighted to be here and realized that it was a privilege to be here. I think this is in some contrast to five years ago when there was less of a sense of happiness, less of a sense of privilege to be at Middlebury. I believe that the Faculty, staff, and students are totally happier, the smiles are broader, than I can remember in many years in the past. The one hazard of this is that you stop questioning things if you're totally happy, but this has not happened as yet.

I want to speak about the curriculum proposals and changes which have come up in the year; I want to speak about the nature of the Faculty and proposed changes in tenure regulations; and I want to speak about the overall management problem, the resources and how we balance them against requests.

The curriculum, this year, was the focus of two major efforts. There was a special committee, as most of you were aware, which lasted for two years. It designed major curricular proposals focusing on a concept of "concentrations". This was, in essence, a proposal for a mild return to requirements. (Bear in mind that Middlebury has no requirements of any sort, except one semester of writing in the freshman year.) There has been a sense, perhaps, that requirements in some form might be a useful inclusion in the curriculum. But by a two-to-one vote, the Faculty rejected the concentration proposal. This at least was definitive. The students had taken a position opposed to the proposal and, in my judgment, essentially that no constraints are better than constraints. I was not surprised that they were averse. From the Faculty standpoint, it seems to me that the Faculty is a discipline-oriented faculty; that we are specialists in professional, intellectual disciplines. And the concentration program, in my judgment, removes some of the focus and stress on these disciplines. You would not necessarily, for example, major in anything. Yet the Faculty is very concerned with students and with advanced students: its satisfaction comes in a significant degree from having majors. So the Faculty and the students were not eager for the program and it went down by a substantial vote.

The second matter of curricular change is the Winter-term proposal. The Winter-term has been a thing we've been trying to examine, adjust to, cope with, develop better, ever since it came about. And there was, this spring, a proposal which would strengthen the Winter term in the sense of giving some dimensions to it, a little focus of a sort, trying to get rid of some weaker elements, and certainly to assure that individuals would all get a course. In the past Winter term, for example, a few students came to me after registration and said, "Look, we got none of our five choices, so what do we do now?" So I said, "Well, if you want to, you can join my course," which they did.

This is not the best way to have it occur, so we have voted in a concept of "core courses" in the Winter term: courses dealing with large perennial questions. There will be a faculty member serving as director of these larger courses, and there will be other faculty members assisting in the discussions. This is an experiment; we will see how it works. We are trying, I think, in the overall curriculum to achieve a higher degree of flexibility without abandoning standards. And I think there has been definite progress in this direction.

In Pearson lounge, Prof. Smith reports

As for the Faculty itself, it is relatively young, very well educated, highly motivated: I think it responds very effectively to the students' challenges. It is good that the students are getting better each year. When I have students whose parents were contemporaries of mine and I knew them well, I inwardly say to myself, "I hope your youngsters work harder than you worked when you were here", and usually they do. Well, this is good: the total level of the community is enhanced by a tremendously capable group of students. Of course, the border line between genius and insanity is a very thin one, and sometimes you aren't quite sure which you've got, there. It is a very interesting group to work with—tremendously capable—and when it comes to looking for jobs, it's very satisfying to recommend heartily so many of our people for positions that do them credit.

The Faculty is a better faculty in the professional-education, academic sense; the job market academically, today, as some of you certainly know, is absolutely horrible. About half of the Middlebury faculty members that left this year left teaching totally; the other half were able to find jobs, but the job market in intellectual circles is terrible, and we struggle with our conscience if we urge people to go on to graduate school in economics or any other discipline, wondering what the market will be for *them*.

We are better scholars, I think, as teachers. We are also, probably, more narrowly experienced than the Faculty that was here when most of you were here. And this is one of my personal worries: I think that the younger members of the Faculty, by and large, have never been outside the experience of education, whether in public schools, or prep schools, college, graduate schools, teaching . . . No longer do we have the broadening affect of compulsory military service; we have relatively narrow experiences in government service or other functions; so I'm suggesting that perhaps some of the Faculty in your day had elements of perspective on what life was all about that can only come with a range of experience which perhaps we're not getting in our professional specialization, today.

The Faculty in its last meeting voted on a tenure proposal which will certainly have very important consequences throughout the College and the Faculty: at least it has voted it in principle. Specific drafting remains to be done over the summer. The faculty personnel situation, as it relates to tenure, has been extremely difficult, recently, and getting more so, with about 60% of the Faculty tenured, i.e., here in principle until retirement, with very little way of getting at ineffectiveness if such a problem exists, and

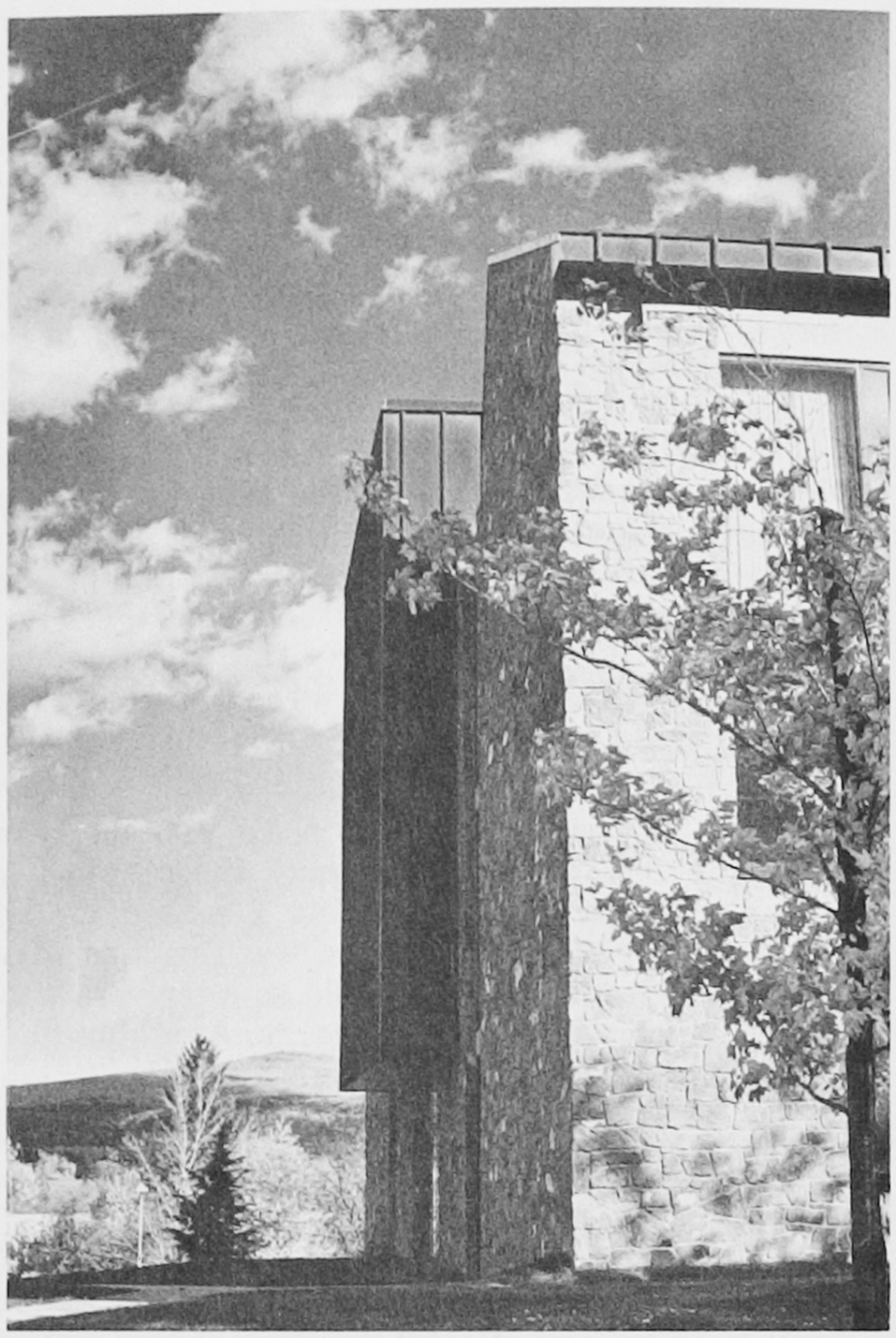
what they mean—no extravagant claim to possess the truth but a determination to seek it. Be it known that the first college in the American colonies, Harvard, took for its motto *Veritas*. Yale, upon its founding, added Light to Truth—*Lux et Veritas*. That old rivalry began early and on very high ground! We seek to discover the truth, to shed light, to distinguish the apparent from the real, to align vision with the way things are. Respect for evidence, and when you have respect for something, you value it for itself, *not what you can make it do.*

Occasionally in our search we have difficulty evaluating evidence as when, according to a very old story, two scholars met: "I'm surprised to see you," said the first, "I was told you were dead." "Well, here I am," replied his colleague, "and I tell you I'm alive." The first scholar thought for a moment and then said: "Perhaps so. But the man who told me you were dead has a better reputation than you for telling the truth."

And you may have occasionally come away with a frustrating sense of the fluidity and elusiveness of the truth itself. In my earlier years I often wondered why Plato seemed always to speak in human terms of the *lover* of truth and seemed to relegate truth itself to an abstraction no matter how existential and real. I think I understand better now—that for men and women, and for our journey together, it's the *love* of truth which informs our attitude toward the *way* we journey. Conventionally this attitude of mind is "disinterested search for truth." Disinterested is the right word, I suppose, but I've always felt it is a shortfall, failing to catch the fire, the passion and the difficulty of the search.

What is most reassuring about this class has been your apparent willingness to set aside superficial, instant claims of relevance, solutions and truth and to enter Time's Garret, where time lives and where are stored for the seeker the record of the experience and creativity of the past. In time we believe that it does make a difference that Homer sang, Beethoven extended symphonic form with choral celebration, that Einstein pondered the arc. For these are part of the truths and extensions of our historic and common humanity. Only by touching the hem of the past shall we be made whole—be made persons of wholeness, of integrity, so that the inner and outer are at one.

So perhaps you got more than you bargained for when you entered the Academy. Perhaps you will find yourself continuing in the habit of mind you consciously or unconsciously developed here, perhaps something of what, though clothed in all its human fallibility, is valued so highly at the center of learning and living in the Academy. Perhaps something has rubbed off so that you will never quite lose the vision of how it *might* be among men. This is another way of suggesting that



a love of truth can affect our way, one with another. Eric Severeid in commenting recently on the national scene put it this way: "Morality is not a picnic ground for prigs but a basis of trust among human beings."

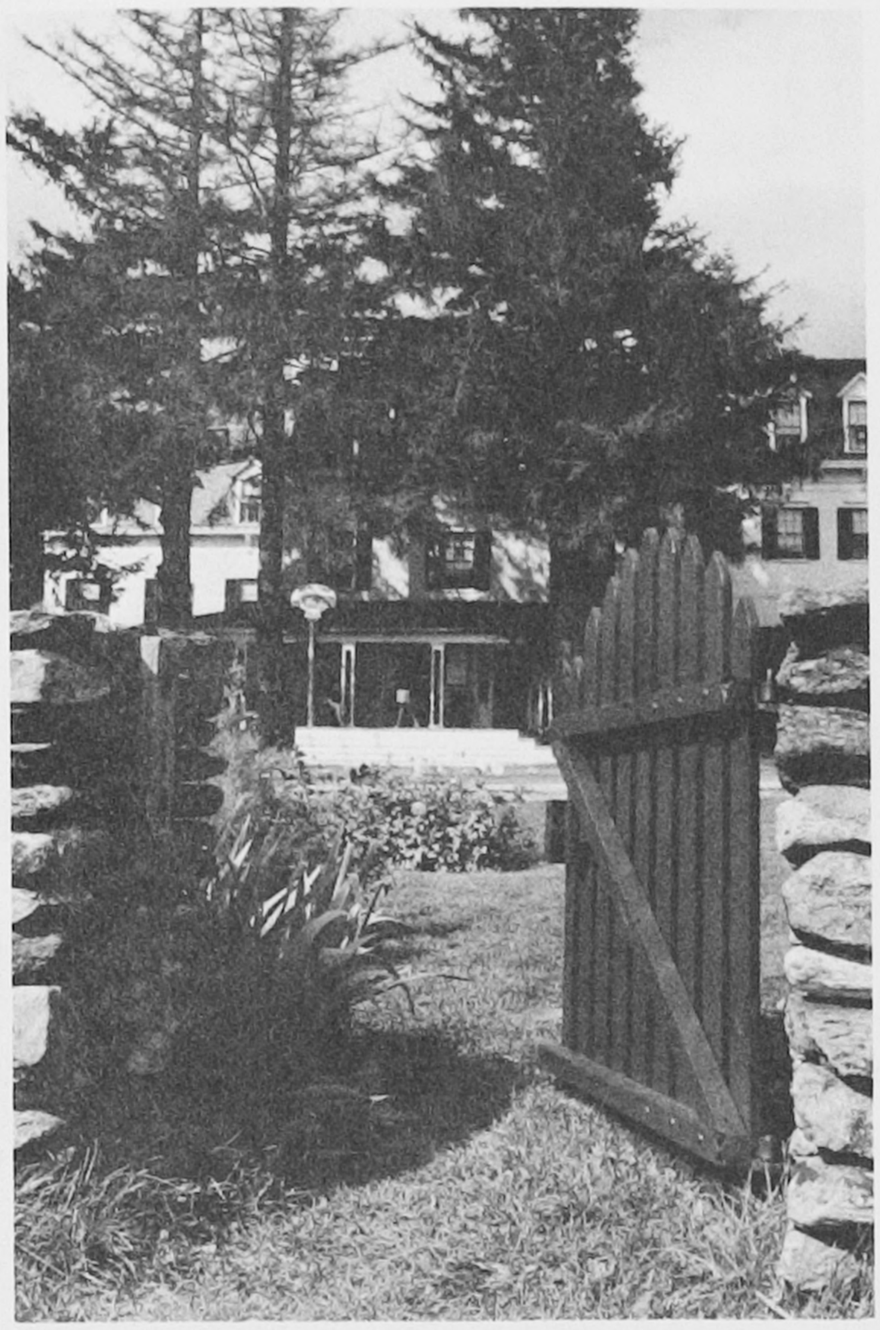
So in my view there is nothing to do with truth but *love* it. You can't possess it or dispose of it or bury it or hoard it or encapsulate it, and if you love it, you'll respect the evidence of it; and if you respect something, you'll try hard not to mutilate, spindle or bend it, and in this attitude of mind and heart you will come as near to fulfilling the hope of Socrates' request of the god Pan as man is likely to come.

I can ask for you, and for me, that we have these hopes in common as friends.

Again Socrates prays: "Beloved Pan, and all ye other gods who haunt this place, give me beauty in the inward soul; and *may the outward and inward man be at one.* May I reckon the lover of truth to be wealthy, and may I have such a quantity of gold as a temperate man and he only can bear and carry. . . ."

Phaedrus: "Ask the same for me, for friends should have all things in common."

Socrates: "Let us go." □

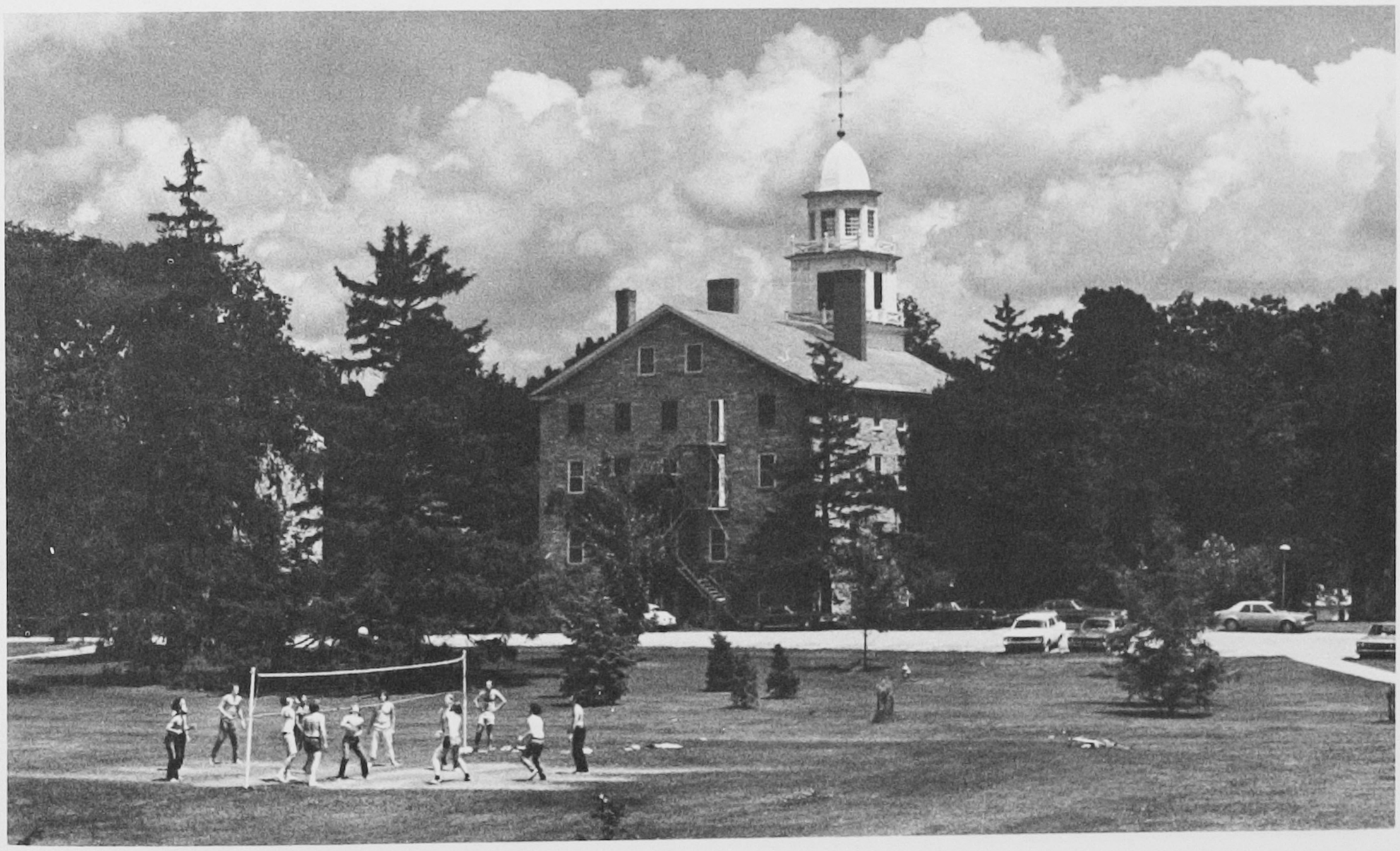


The Campus in Summer

Despite some contrary rumors, summer does come to Middlebury each year—for a couple of months. Then the two campuses present a character rather different from anything seen by the undergraduate College. The mood is somehow gayer, less introspective; less enwrapt with issues, more enraptured with life, perhaps; certainly less heavy.

There's pressure enough, one hears, but within a summer-y context which clearly alters everything.

Herewith some random scenes of Middlebury in summer mien . . .



certainly all of us change over time. And the students change and the nature of professional competence changes.

The very good younger men, perhaps the very best in a department by anybody's measurement—the students, the faculty, the staff—face relocation problems, and questions of justice have arisen when some of this turnover has occurred, and there are more cases to come.

The proposal voted by the Faculty involves very significant changes: essentially no limits to the number of tenured people at the College or in any department, with the exception that 100% of a department shall not be tenured, i.e., this means *one*; there might be five tenured in economics instead of the present quota of three. Then along with this has been recognized a principle that some kind of evaluation or review is necessary: what's going on with the faculty member? Is he making professional progress, in directions that are meaningful to Middlebury? The principle of review is incorporated so that all newly tenured people would have five-year evaluations or appraisals or some sort of assistance in improving their teaching effectiveness.

This, I think, represents a very major change; as a department chairman for fifteen years I had no formal responsibility to evaluate anybody and this was the way we professionals operated. The difference between professionalism and independence is a very ticklish question. There is much detailed work to do in finding verbiage to implement what has been passed, but I think the Faculty can be commended for being broad-minded enough to accept the idea of review, and accept the thought that ineffectiveness in teaching, if agreed to generally, ought to result in reduction to half-time or to zero teaching exposure. This is the ultimate consequence of the document. I, myself, think there is a problem in the document, as to the difference between constructive assistance, which we certainly mean to have, and the process of *judging*—in the sense of legal evidence proving ineffectiveness. For example, let us assume that I came up under this scheme and there was a consensus among the committee that I was ineffective, and the proposal therefore was to remove me from direct contact with half or all of my students. I think when you get into that situation you expose yourself to substantial possibilities for lawsuits. There would be about 18 faculty members a year being evaluated and I fear some real difficulty in trying to work out an arrangement which does provide constructive assistance to the Faculty and ultimately a transition out of our present awkward situation, versus an outright effort to judge, in the legal sense, evidence determining that so and so is ineffective and therefore some Faculty action is required. I think that there may be real difficulty in getting the Faculty to take positions; for example, were I asked to evaluate the effectiveness of a biologist, philosopher, or a teacher of French, I couldn't do it. I'm not even sure I could evaluate the competence of a mathematician or economist.

The last matter I want to touch on briefly is what certainly must be the overall problem of the College to which trustees and administrators give enormous amounts of thought and their very best judgments: it is the question, how does the College proceed in the worst era of continuing inflation in the nation's history? How do we continue to provide the quality of education for which the College is recognized, of which we're all proud, in this absolutely disastrous inflation situation? Do we raise fees to cover the entire cost increase, relying on incoming students to foot the increased bills? And if we do, then what changes do we find in the nature of the student body and what's the change in our competitive position vis-a-vis the colleges we lose students to or get them from? We can have in today's academic arena enormous swings in popular support—acceptance, rejection, applications—enormous swings in virtually no time.

We can reduce programs; increasing the size of classes is a way to reduce programs in addition to their elimination: the Middlebury that some of you knew certainly had smaller classes than today. In the past semester, my smallest class was 29 students; the semester before that the smallest was 39. We've had more, larger classes but I think this is necessary, and where you draw the line is very difficult. We can reduce programs.

We can increase faculty and staff salaries by less than the cost of living has increased.

We can rely on the alumni and Walt Brooker's office to generate additional funds through giving—and in a sense you people are a tremendously important element in where this decision mix ends up. Today, in my belief, we have raised fees to a degree; we have reduced programs; we have increased wages and salaries less than the cost of living, and we have made vigorous efforts to stimulate additional giving, from the widest variety of sources. To the degree that the faculty and students and staff benefit from your support, we're enormously grateful and some of you certainly participate in judgmental problems of deciding what kind of mix we shall come up with.

It seems to me that those are the central issues of what has happened in the Faculty year, here, and I'll be delighted to answer any questions anyone might care to raise. Thank you. □

Bostonians Enjoy Varied Program

Boston's Middlebury Alumni Association started off our '73-'74 season with an invitation from the Worcester Club for cocktails following the Middlebury-WPI football game at Worcester, October 6th. Both groups feel that this is a happy combination, so flyers for Boston events are now being sent to the Worcester area as well. We hope to be seeing a lot of new faces!

Linda Frew '72 of Brookline hosted a party in November for the last five graduating classes, and many agreed that this should become an annual event.

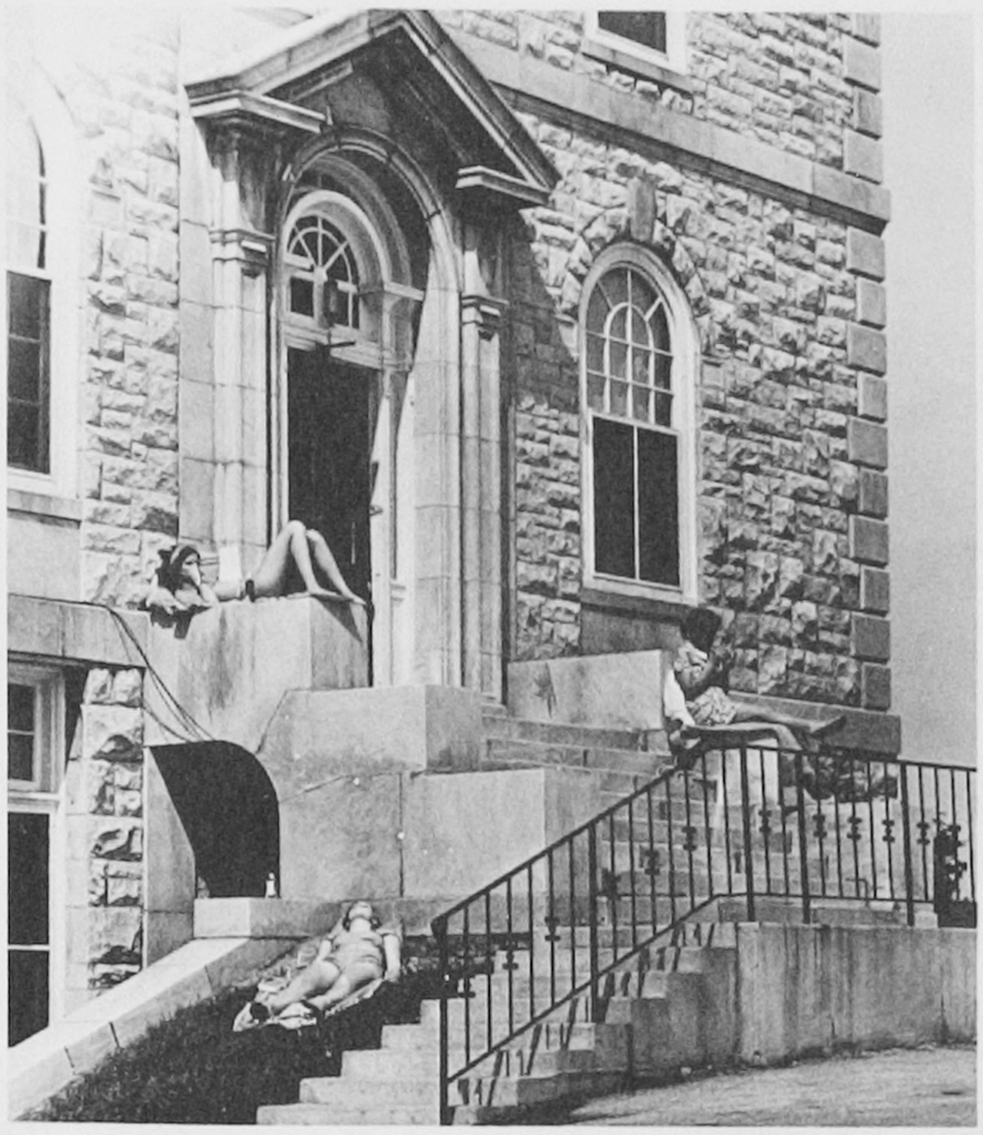
A highlight of the winter program was the gallery talk presented by Miriam Wade Butts '48 at the Museum of Fine Arts in January. Miriam is a Lecturer at the Museum and a specialist in 19th-century American art; her tour included, as well, the Museum's extensive collection of ship models. The very successful evening was organized by Sue McFadd '62 and Reva Seybolt '72.

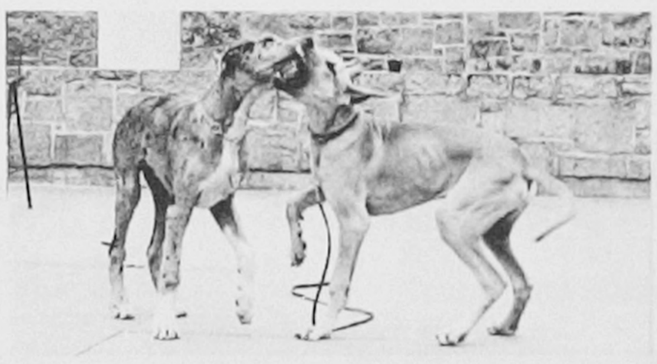
After a week of spring temperatures the snow storm which hit north and west of Boston on February 2nd was perfectly timed for Cross Country Ski Day on the 3rd! Skiing the great trails through the woods and fields of Mt. Misery in Lincoln on 12 inches of new snow was a bit like being back in Vermont—but it hurt more.

The Boston Association was honored to have President and Mrs. Armstrong attend our Annual Meeting and Spring Dinner at the fabulous New England Aquarium on May 1. We were also pleased to welcome Mr. and Mrs. Brooker, Chaplain and Mrs. Scott, Mr. and Mrs. Bruce Peterson, Bobbie Weeks, Gordie Perine, Roger Peel, and Rich Miner. All the exhibits were lighted and our 150 alumni and guests enjoyed them throughout the evening; two divers even entered the large central tank to feed and cavort with the huge turtles and the eels, sharks, and other creatures. Credit for this novel and highly successful dinner goes to Connie Reynolds Davis '67.

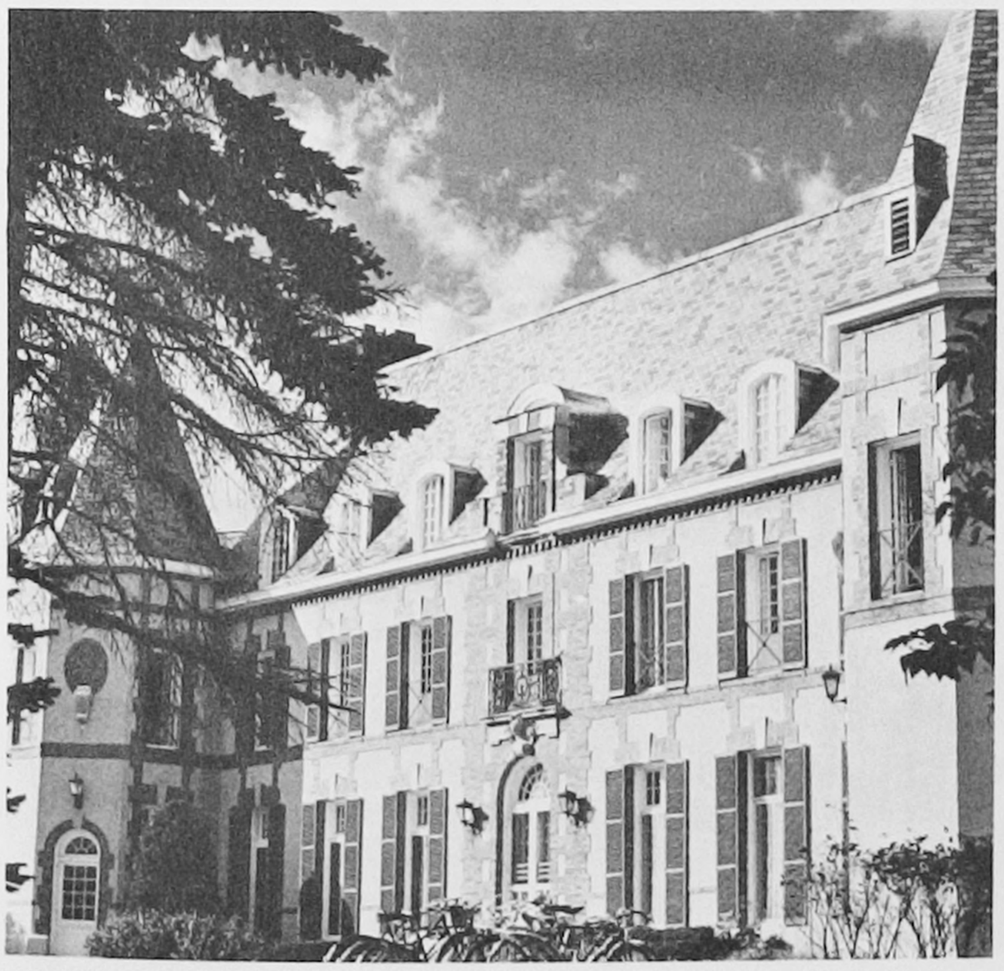
Officers elected for the coming year were: Co-Presidents, Connie Reynolds Davis '67 and Dow Davis '66; Vice Pres., Peter C. Holcombe '65; 2nd Vice Pres., Odiorne Woodman Beebe '65 and Stephen Beebe '65; Recording Sec., Catherine Zawistoski Sampson '66; Corres. Sec., Fay Hauberg Page '66; Treasurer, E. Lester McDowell '59; and Asst. Treas., Edward W. Higgins, Jr. '51.

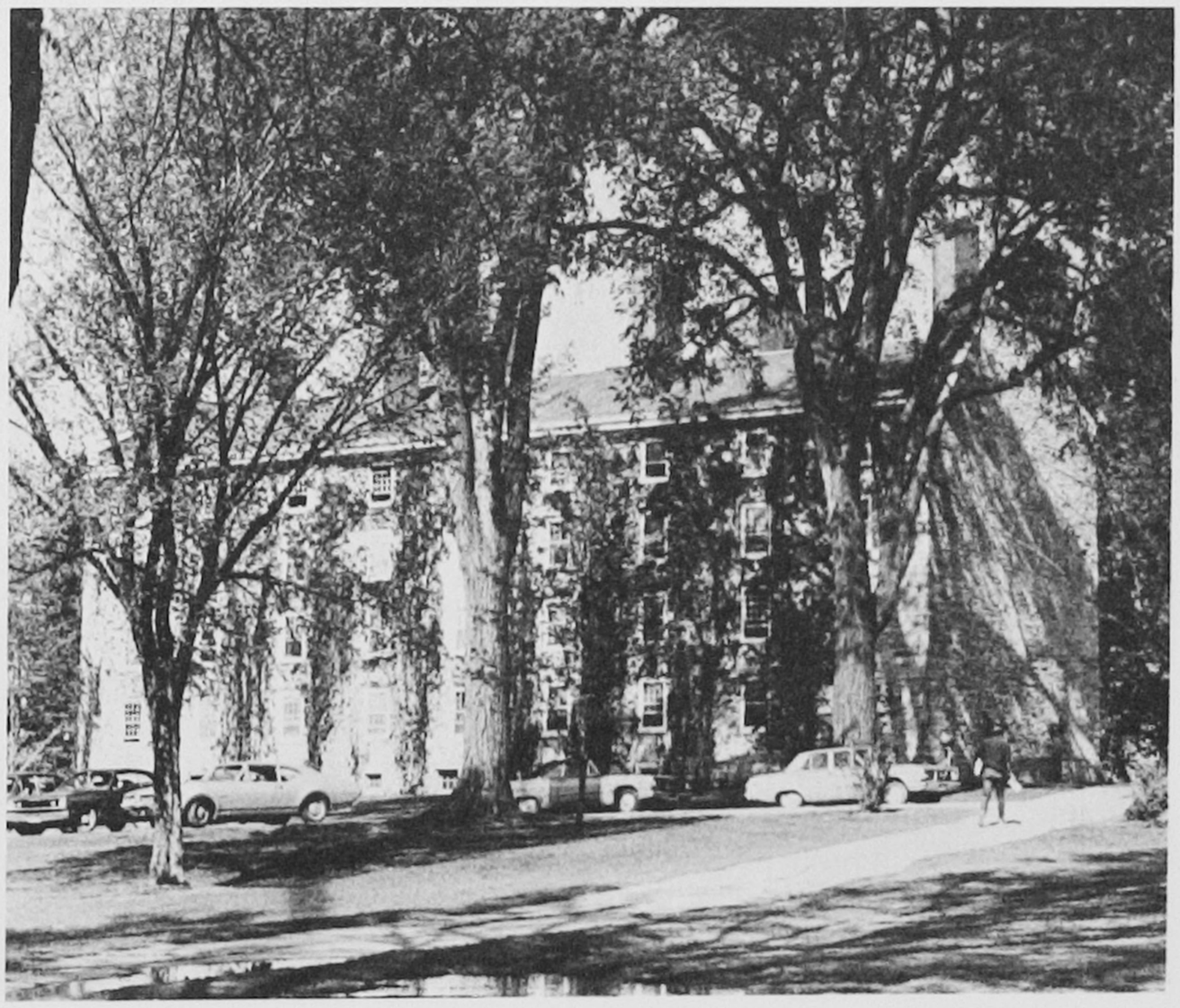
— Diane Watson Carter '66



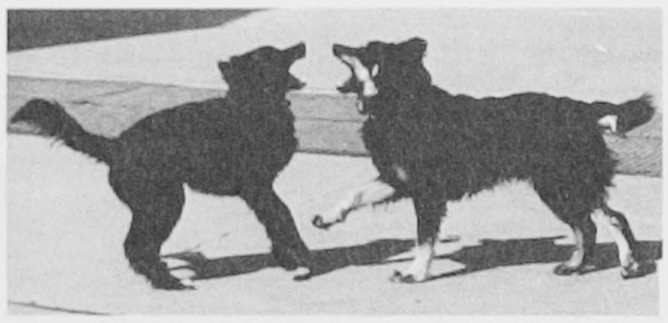


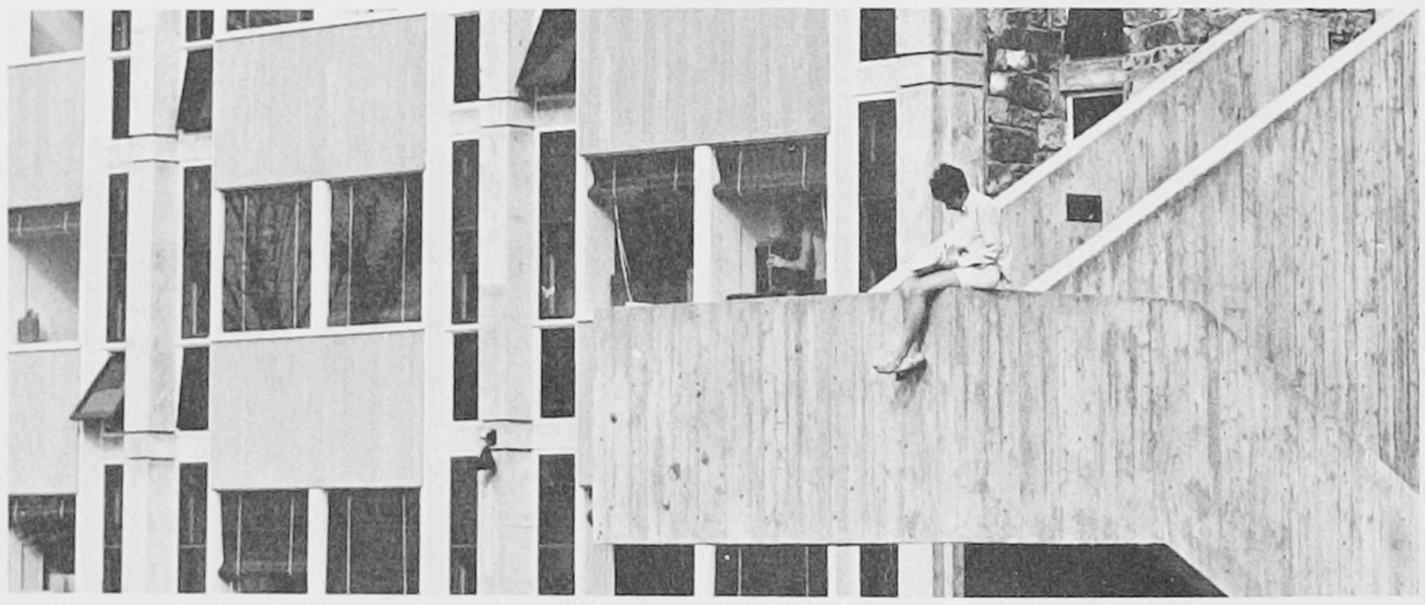
Upper right, tanning on a breezy morning at Pearsons; elsewhere, afternoon scenes at Bread Loaf (above) and on the main campus.

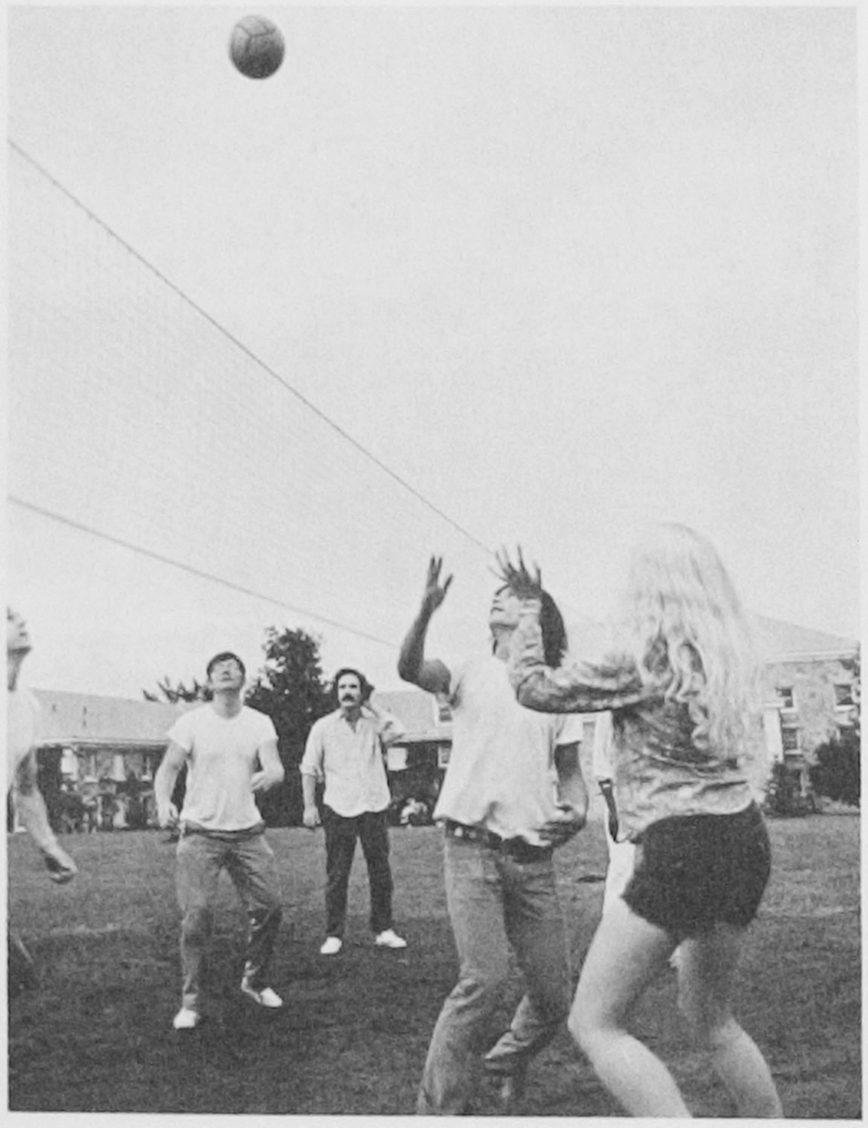




On a typical summer morning two girls practice their conversational French, or a student ruminates in the quiet Barn at Bread Loaf (right), or finds a shaded parapet for letterwriting, or (below right) chats in the Johnson lounge. Toward lunchtime a pickup game behind the Battells (below) is a welcome break on a cloudy day.







Letters

Oslo, Oct. 23, 1973

To the Editor:

The cold autumn winds are howling outside as Marte and I are doing our paper work. Time has gone by fast since we left Middlebury. We were married on the beautiful day—June 23 (St. Hans *aften*—Norway's midsummer night). We were happy to have with us three Middlebury friends to church that day.

Our honeymoon was spent in Jotunheimen, the high mountains of South Norway, where we climbed the highest peak, Mt. Galdhopiggen. Afterwards, we spent three weeks at an agricultural school near the Sognefjord. We will complete the course the following two summers to obtain the degree required to buy a farm in Norway. Marte works at a high school near our new apartment. I'm going to a teacher's college for two years. After that we have definite plans to move to the countryside, to teach and to live on a little farm. I work afternoons and nights to help us save money which we will need badly. (But we save $375 a month right now—and we are proud of that.)

We both are missing Middlebury, and we often talk about the happy days we had there. Middlebury must be the ideal place; I hope it will always be like that.

But Norway isn't bad either. It has been good to us so far, and we are looking forward to the years ahead.

The one thing we really will miss is the Middlebury skiing. We hope that the cross-country trails will be kept and improved in the future!!

We will be back some day to see Middlebury again.

Best wishes,

DAG AND MARTE BERNTSEN
Nobelegt 17
Oslo 2, Norway

Marte and Dag

Alumni Trustee Ballot

To the Editor:

Recently I received a ballot from the Middlebury Alumni Office soliciting my vote for three Alumni Trustees. The information contained on the ballot raises an interesting question. On what basis are we alumni asked to pick our representatives on the Board of Trustees? The answer appears to be: a brief biographical sketch covering the career and offices of each candidate.

The sketches contain information, some interesting and some not so interesting, about the candidates. Yet they hardly provide me and my fellow alumni with the sort of information requisite to making fairly informed judgments in the election. Our choices are limited to considerations such as the desirability or lack of desirability of having more women, relatively youthful people, fewer brokers etc. on the Board.

What we really need is an indication of the candidates' thoughts about the issues and problems confronting the college. An obvious means of achieving this is to append to the ballot statements from the candidates in which they speak to these issues. This is already done at a number of colleges and universities, for example Cornell University. As an educator at a private university, I am aware, as I am sure many alumni are, of the financial pressures confronting these institutions. Projections call for these pressures to increase in the future. Hence, it is very important that people of creativity and vision hold positions of leadership at colleges like Middlebury. The pressures, financial and otherwise, impinging upon Middlebury will undoubtedly force the Board of Trustees to make some very important decisions regarding the future of the college. Many of these decisions will involve issues about which reasonable people disagree (e.g. size and diversity of the student body, areas of academic emphasis, the college's social responsibilities). Since a major way in which the alumni can influence the college's stance on these issues is through their representatives on the Board of Trustees, it seems quite reasonable to expect that we have some awareness of the candidates' opinions on these matters. Otherwise, the whole exercise seems a charade.

I hope that this proposal might stimulate a discussion within the administration on the value of including candidates' statements with the alumni trustee ballot. At minimum, this procedure would not only produce better informed voters, it would also stimulate the candidates to develop coherent ideas about the needs of the college. Who knows, more people like me might vote in these elections if the available information surpassed the present level.

B. Michael Closson '60
Stanford, Calif.

Learning Languages

Dear Mr. Peel,

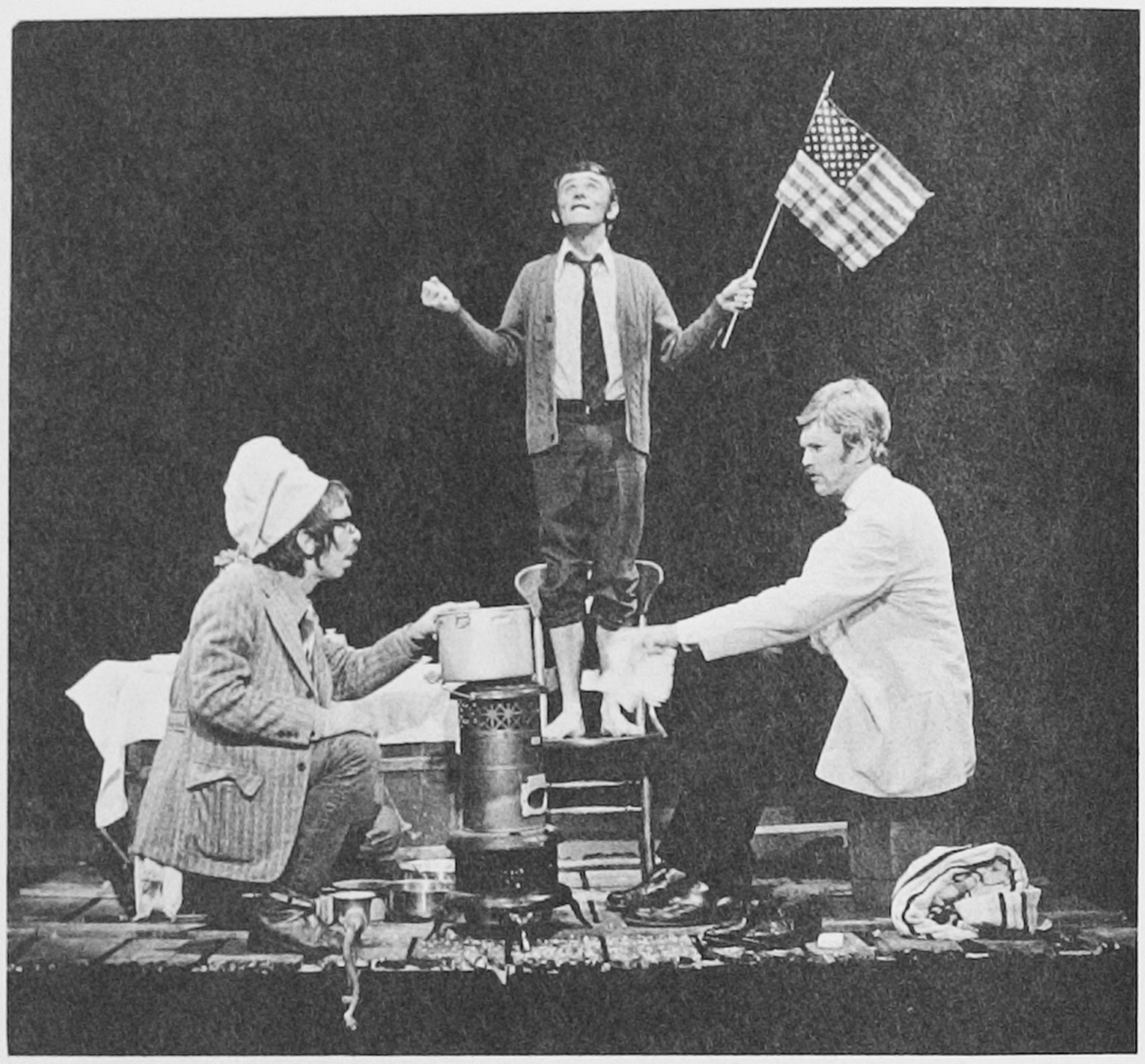
The story about Middlebury's language programs in the College Newsletter was *very* interesting!

I was especially glad to see more opportunity for juniors to study abroad, the intensive summer program for beginners, and *especially* "the *second track*" that would include more than "high culture"! (I always hated my traditional literature courses). Also glad to see Japanese offered. In short I'm impressed with what you are doing. Good luck.

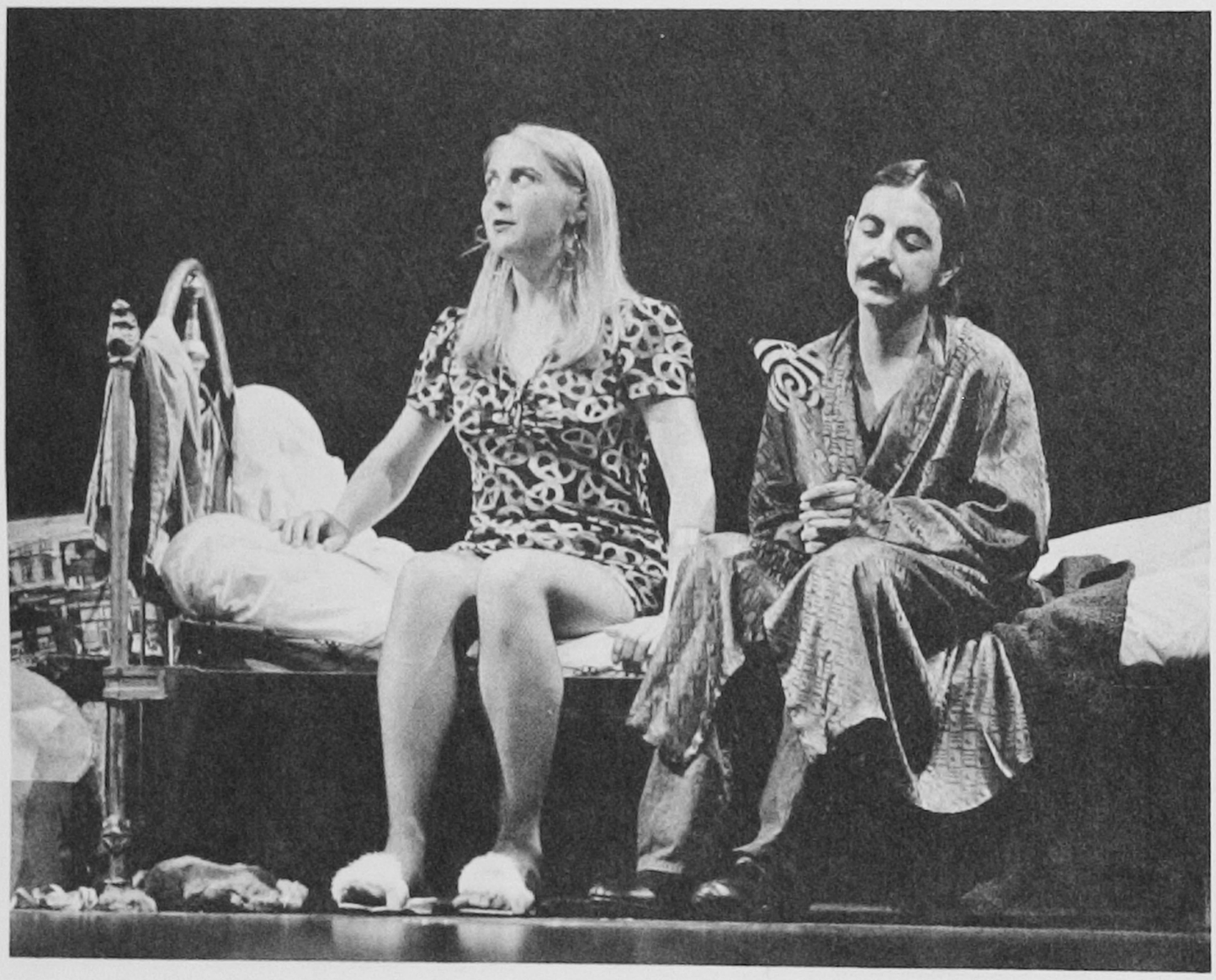
Susan Riley Uhl '61
Woodbury, N.Y.

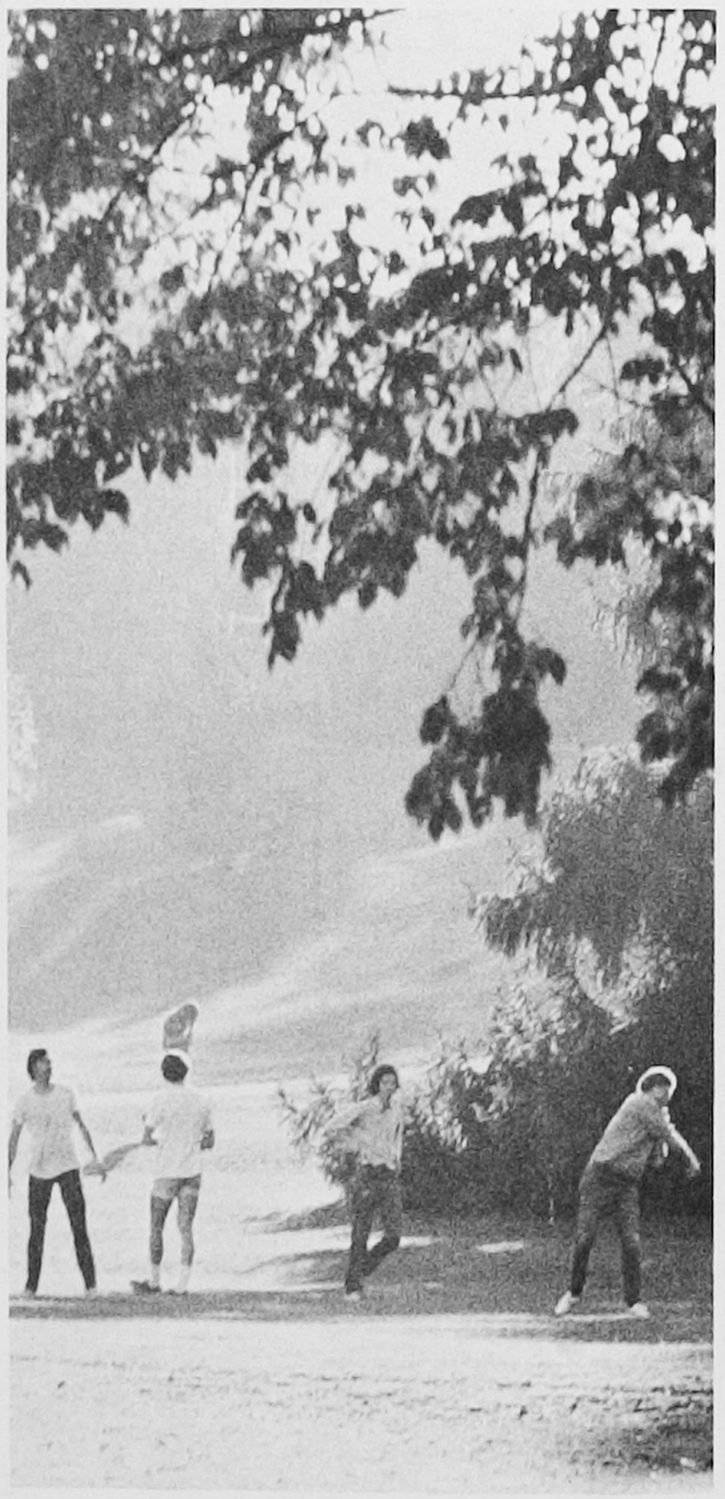
Dear Dr. Peel:

. . . Our technology is really outmoded and I wholeheartedly agree with what you had to say. Your idea about keeping taped interviews or lectures from past semesters or summers sounds like a ben-



Summer is playtime, indoors or out: Wright Theatre is stage for summer language school productions, such as Tres Sombreros de Copas *("Three Top Hats", below) in Spanish. School of English has its own summer productions in the Bread Loaf Little Theater: above, a scene from last year's* Out at Sea.





Administration Proposes New Fraternities-College Agreement

The Fact-Finding Committee on Fraternities issued its 27-page report at the end of March. While they had been engaged in their work, Dean of the College Dennis O'Brien had offered for their consideration a 5-page proposal outlining the key points at issue as the Administration saw them, and proposing their resolution in ways acceptable to the Dean's Office and, it was thought, acceptable also to the majority of fraternity members, present and past.

This document was discussed in detail at a meeting in April of the deans, the presidents of all six fraternities, and the students who made up the Student Forum's Working Group on Fraternities. At that meeting the College's proposal was in general favorably received and an informal committee was appointed to flesh out in more specific terms certain of its general statements; for example, how is the "reversion clause" to read?; who decides, and on what criteria, when a fraternity has ceased to exist? and so forth. Asked to serve on this committee were Larry Novins '74, member of the Student Forum; John Kalbacher '75, president of the Inter-Fraternity Council; and John Liccardi '67, a Rutland lawyer and an alumni member of Alpha Sigma Psi.

The Dean's Office hopes that all details can be agreed upon in September and that the coming academic year, '74-'75, will see the new arrangements beginning to produce a more satisfactory fraternal living experience.

By Dennis O'Brien, Dean of the College

Back of all the particular issues in the relation between the College and the fraternities there is the basic structural problem which affects finances, health standards, conduct, etc. The structural problem is the contradictory position of the fraternities as both dependent upon and independent of the College and vice versa. For example:

- the College depends upon fraternity rooms and dining capacity in determining the size of the student body and its own building program; the fraternities are wholly independent of the College in allocating beds or accepting dining members. Result: the College has been forced to use faculty housing to accommodate additional stu-

eficial idea. I also see by your summer 1974 program that the French School will include work in French Canadian Literature, Cinema, etc., which is a step in the right direction. The program back in the 1960's when I completed my M.A. there, was, I felt, much more limited and restrictive . . .

Edward C. Couture M.A. '67
Los Angeles, Calif.

Dear Dr. Peel,

As I was musing through the Middlebury alumni magazine yesterday, I came upon the interview with you in which you discussed the state of the language programs at Middlebury and mentioned the possibility of adding Arabic to the summer curriculum . . .

Although I graduated with a major in Geography from Middlebury, I'm now a Ph.D. candidate at Georgetown University in Arabic and linguistics, and I've taught Arabic for the past three years at Georgetown . . .

With the surge of interest in the Arab world in the past year, I imagine even more students will want to try to learn Arabic, and its reputation as an exotic and somewhat esoteric language will lessen considerably . . .

Arabic is a rewarding though challenging language to master, opening up to the student vast areas of Arab and Muslim culture and civilization that are little known in the West.

I heartily endorse the idea of introducing Arabic in the summer school program and hope one day to see it offered during the regular academic year as well.

Best wishes for continued success in the languages programs.

Karin Ryding Lentzner '64
Washington, D.C.

Dear Dr. Peel:

. . . After studying French in high school with an intense dislike and not much aptitude, I began a study of German as a freshman at Middlebury. I found the German department, then recently transplanted from Princeton, excellent in the first year course. I loved studying grammar and talking or trying. My sophomore year, however, I became very discouraged in the first semester, thanks to what I considered an overabundance of "literature" of a very elementary and boring nature, in spite of its being very time-consuming for a scientist. So I quit after three semesters.

Last year, holding a Master's degree in geology, I was offered a job doing research in Zurich, so with my very rusty background in German, I picked up and moved to Switzerland. Sketchy German was bad enough without the added problem of the Swiss dialects; let me only say that I finally overcame the fear of opening my mouth, and at the end of a summer of speaking German almost exclusively, I was able not only to communicate, but to chatter on just as I do in English. I could even understand about a third to a half of what people said in dialect.

All of my learning was done orally. I had a very difficult time reading the scientific literature which I needed for my work, and newspapers were just impossible. Now I can read fairly well, but only because I learned to speak first—ungrammatical as it still is.

I was extremely impressed by the multilingual Swiss, Germans, and Austrians. Most people spoke English well, as well as French. The children there begin to learn foreign languages at about the same age as those in America do now. I suspect that what is missing is the chauvinistic attitude which the majority of Americans (and to some extent the English) have toward languages: "If *they* can't speak English, forget it."

I am now convinced that the only way to learn a foreign language as an American is to go to another country to do it. And there to speak with people willing to take the time to listen to an incompetent, rather than improving their own English. Such people do exist, somewhere. I was very impressed by a friend who had just completed a summer semester under Dartmouth's foreign study program in Germany. When he came to visit me, we spoke German together. It doesn't take a whole year abroad as an undergraduate to acquire some degree of proficiency in a foreign language. Middlebury should consider a program to send as many students as possible abroad, even for a shorter period, which doesn't leave such a hiatus between sophomore and senior years. It is also very important that not only language majors be given this opportunity, but everyone. It may be that those in other disciplines have more need for this sort of proficiency in later years than the language majors themselves . . .

Gail Davidson '70
Waterville Valley, N.H.

Jeannette Martin Perrin, class of '40, who left Middlebury at the end of her junior year, completed her course work this past year at Flagler College in Florida, receiving her AB degree this May. On that day she wrote from her home in St. Augustine the following recollection of her Middlebury years and their bearing on her new degree and the intervening years:

Migration via Diploma

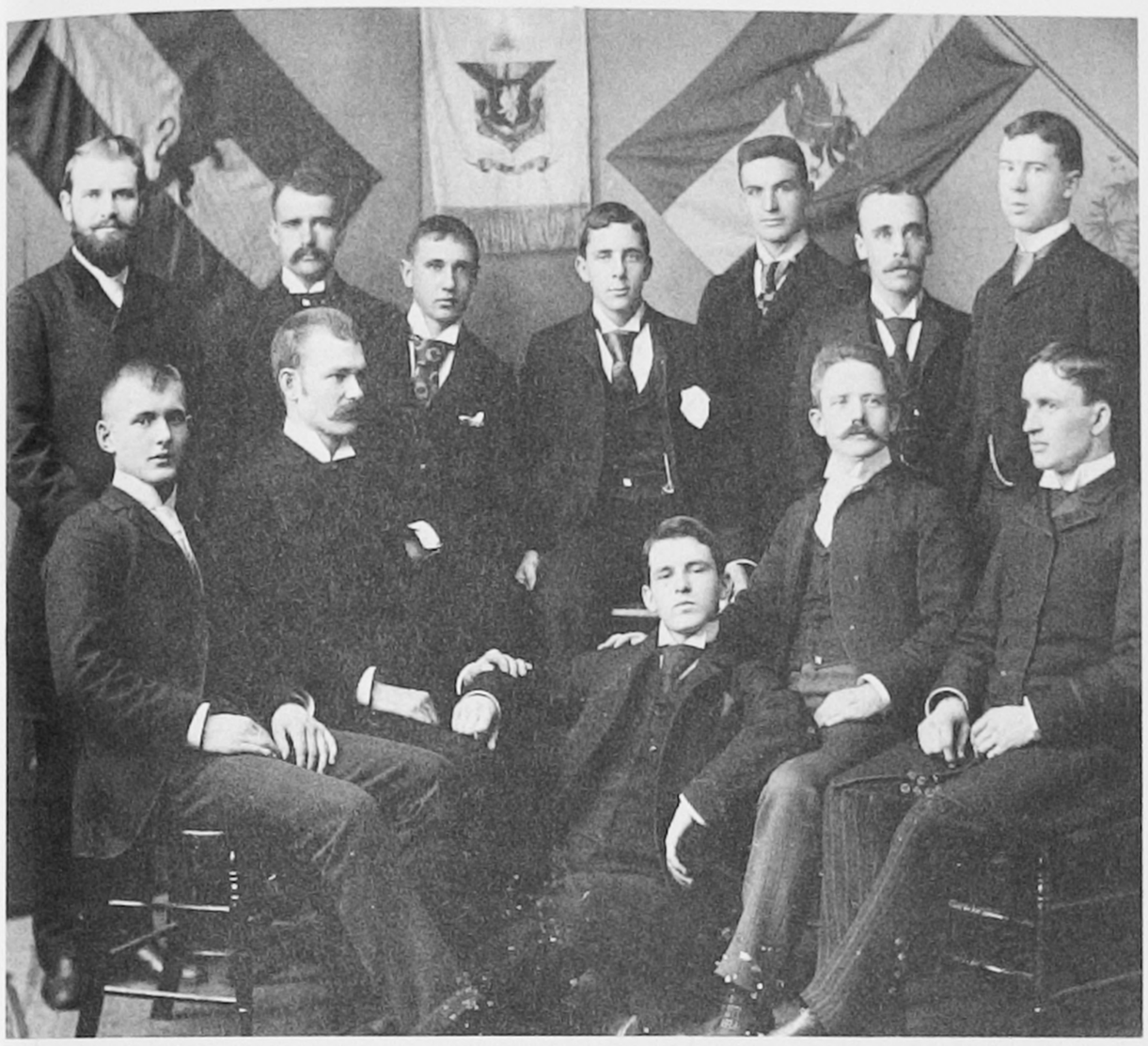
Imagine jumping backwards 35 years while still facing forward, saying "thank you" for a diploma which now signifies more than a B.A. degree. Thirty-five years in this case is a jump from the mountain horizon of Middlebury to the ocean horizon of St. Augustine—more than 1100 miles and nearly half a lifetime. Strangely, Florida doesn't seem very far away from Vermont today nor do the years between seem very long when condensed by the traditional ritual of Commencement. The horizon, whether defined by blue-green hills or blue-green water, still silhouettes the sparrow and the seagull. It's only the perspective that changes.

Thirty five years ago college meant the chapel chimes at Middlebury, West road at sunset, the Abernethy room in the Library, freshman qualms at Battell and the sophomore thrill of new Forest Hall, Christmas caroling with the French club, hearing Robert Frost read his poetry at Bread Loaf, and knowing teachers like Dr. Cook, Professor Brown, Professor Heinrichs, and Dr. Owen. Three years at Middlebury can explain why 35 years later a diploma seems important to complete what college meant then.

Today, college has meant the surprise of friendly acceptance by another generation, the stimulation of young minds and amazement to find that there are still teachers who can ignite the imagination. The perspective has changed, but what was discovery, then, gains delight in rediscovery, now. Thirty-five years of newspaper and YMCA work, dishes and diapers, Girl Scouts and gardening combined with haphazard perusal of everything from Gesell to Sartre have eliminated any practical need for a degree. However, the need to explore horizons, a need which was realized during three years at Middlebury, can continue for all of a lifetime.

Today's commencement at Flagler in Florida is not a beginning; it's a consummation of something that began 35 years ago at Middlebury in Vermont. The flight of the mountain sparrow can lead to the gull on the beach and back again, completing migration of mind and spirit within the few moments of accepting a diploma.

—Jeannette Martin Perrin '40



In 1854 Dekes founded Midd's second fraternity; here are Delta Kappa Epsilon's distinguished members in 1890-91.

has *no* established legal authority—such as would stem from ownership or contract.)

(2) One ought not to invest funds where there are no rights of ownership. (The College should not divert College funds directly and should minimize indirect costs to non-College facilities.)

Suggested Resolution

It is my firm and continued judgment that the contradictory relation between the College and the fraternities should be resolved for the better health of both. In my judgment the failure to resolve this issue so that fraternities could be taken in as a definitive part of College long-range planning has already involved substantial costs, e.g., the inability to make rational plans for the development of housing and dining facilities at the College because no one could be certain about how many fraternities would exist from year to year. When the Trustees declined the recommendation of 1966 by a special committee that the College take over responsibility for dining and housing all students, it said in effect that the College would have to determine its planning according to the fortunes of the fraternities. The attitude was to be "neutrality": neither direct support nor action to take over fraternity functions. It is this situation with which we have lived for the past eight years and which, I believe, the fraternity members wish to continue. "Give the fraternities an opportunity to make it or fail on their own; but don't interfere." Of all the courses open this is by far the most unhappy and the most costly.

It seems to me that if there is to be a resolution at this time it must lie along one or the other of the following two paths:

(A) **Severance:** all the College's planning to date has assumed a resolution of the contradictory position of fraternities by shifting ultimate ownership and authority toward the College. There is an opposite possible policy, however. This policy would involve a complete severance of fraternities from the College rules, regulations, financial policies and the like. This would maximize and clarify the independent status of fraternities. The College would remove from its catalogues and regulations all current fraternity regulations governing housing standards, "conduct" and rebates for fraternities as a regular policy. Fraternities would become simply one form of off-campus housing and they would no more be controlled than other off-campus facilities are currently controlled. The College would establish a fixed number of off-campus slots and students could be permitted to live off-campus on a priority system. The number would be established in terms of maximum use of College facilities and would approximate current off-campus plus fraternity slots. This policy would completely remove fraternities from any semblance of relation to the College both in the matter of regulations and the stipulated direction of rebates toward fraternity members rather than other off-campus students.

The disadvantages of this plan are considerable. If past practice is any guide, such a policy would probably have an adverse effect on fraternity housing and dining since the pressure for private off-campus accommodations has appeared to be greater than the desire to enter fraternities. If that were the case, additional pressure would be placed on the already tight housing situation in Addison County. I would be reluctant to accept such a policy since I believe it would destroy the fraternities.

(B) **Ultimate ownership vs. proximate control:** I would recommend that the College support fraternities financially and "spiritually" provided that the following conditions are accepted:

(1) the current fraternity corporations enter into a contract with the College which guarantees that present fraternity properties will revert to the College in the event that the house should cease to function as a fraternity. (Such a contract already exists with Sig. Ep.)

(2) that the President of the College shall appoint one member of the fraternity corporation.

(3) that the fraternities move to an open rush.

(4) that the College reserves the right to place students in fraternity housing where there is space and when there is need.

dents while rooms remain empty in the fraternities. If the College were to place students in fraternity beds this would violate fraternity independence.

- the fraternities depend upon preferential treatment from the College in regard to non-College housing and eating, i.e., to receive off-campus permission students must obtain special permission in the Dean's office; to live in a fraternity is a matter of routine student choice. Fraternities wish to be integrated into financial arrangements which direct College funds to the houses but they also wish to maintain ultimate legal independence.

The inception of the current problems with fraternities was a series of discussions held between the Deans and the fraternity presidents one year ago. Financial considerations were at the base of *all* those discussions. Women in the fraternities? Yes. That was a financial necessity, and if the College did not permit women in fraternities, one fraternity had already made preparations for a lawsuit. Snowplowing? It costs money, and since students pay the College auto registration, the fraternity lots should be plowed. Rebates? They were insufficient, unfair and if they weren't raised, the financial situation of some houses was endangered. The Deans were sympathetic to all these issues, but the sticking point came and will continue to come at any point that the fraternities involve direct or indirect additional costs to the College. What is at stake is the principle of College funds being allocated or directed toward what finally remain legally independent non-College properties. It seemed then, and it still seems, inappropriate for the College to bear costs which arise from the existence of *non-College* student operations. It was for this reason that the Deans suggested that all the current issues could be readily solved if the College acquired ownership of the houses and allowed the fraternities to continue *exactly as they were* in the manner in which DTO had been a fraternity renting a College house. That offer was made and rejected out of hand by the fraternity presidents last spring.

Following that rejection, it seemed that the College should continue to seek some means of resolving this contradictory independent/dependent status of the fraternities. The general direction of our thinking was to resolve the issue by reshaping the legal relation between the College and the fraternities such that *ultimate* ownership and authority resided in the College. Ultimate ownership and authority is not, however, the same as *proximate* control, and it has not been the intent of the College to establish this proximate control. Ultimately we owned DTO, proximately the brothers controlled the activities—including the kitchen—of the house.

A subsidiary issue which has become much exaggerated is the matter of health and safety standards and the occasional behaviour of house members (the infamous Demo Derby). Despite the fact that standards of maintenance and behaviour dominated the recent meeting of fraternity men with Trustees, I personally do not regard that as a major issue or problem. The fraternities have their bad moments, but they are not so many and I agree with Mr. Ray Walch, the alumni president of KDR, that the College could exercise almost any level of control it wished to by unilateral decision, e.g., the decree to install sprinkler systems in the fraternities. At the same time, I agree with Dean Wonnacott in her letter to the Campus of October, 1973, that the College is in an anomalous position, dictating and enforcing rules and regulations to supposedly independent social groups. We do not, after all, dictate to other "off-campus" students. As Mr. Kenneth Nourse suggested at the meeting with Trustees, the College currently stands in a legal liability relation to fraternities which it can scarcely escape even though it finally has no ultimate legal basis for enforcing rules. The fundamental issue is the same as in the case of allocation of funds; the anomaly of dependence and independence.

If I were to sum up *the* issue, then it would revolve around two propositions:

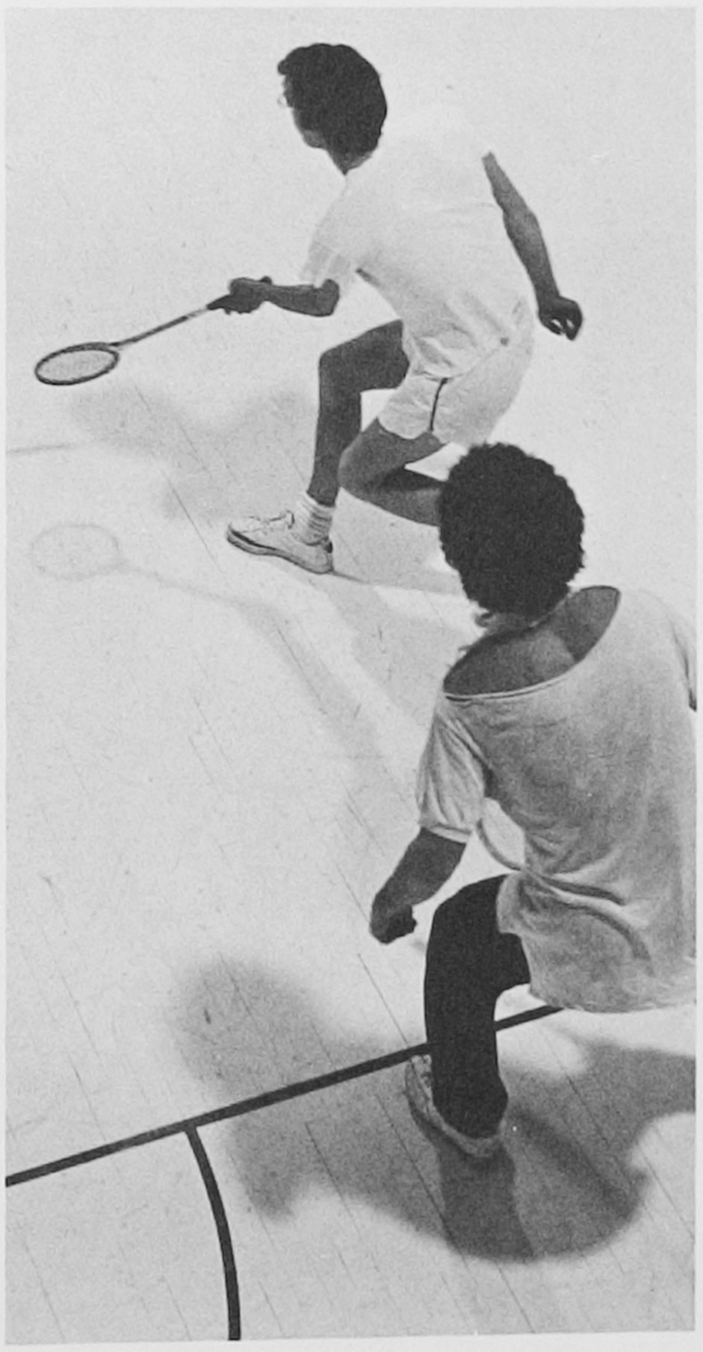
(1) One ought not to assume responsibility where there is no final authority. (The College should not take on the responsibility of regulating the houses where it

When Chi Psi sat for its portrait in 1875-76, the chapter was already 32 years old. Note fashionable block heels.

WHAT'S GOING ON IN THERE?

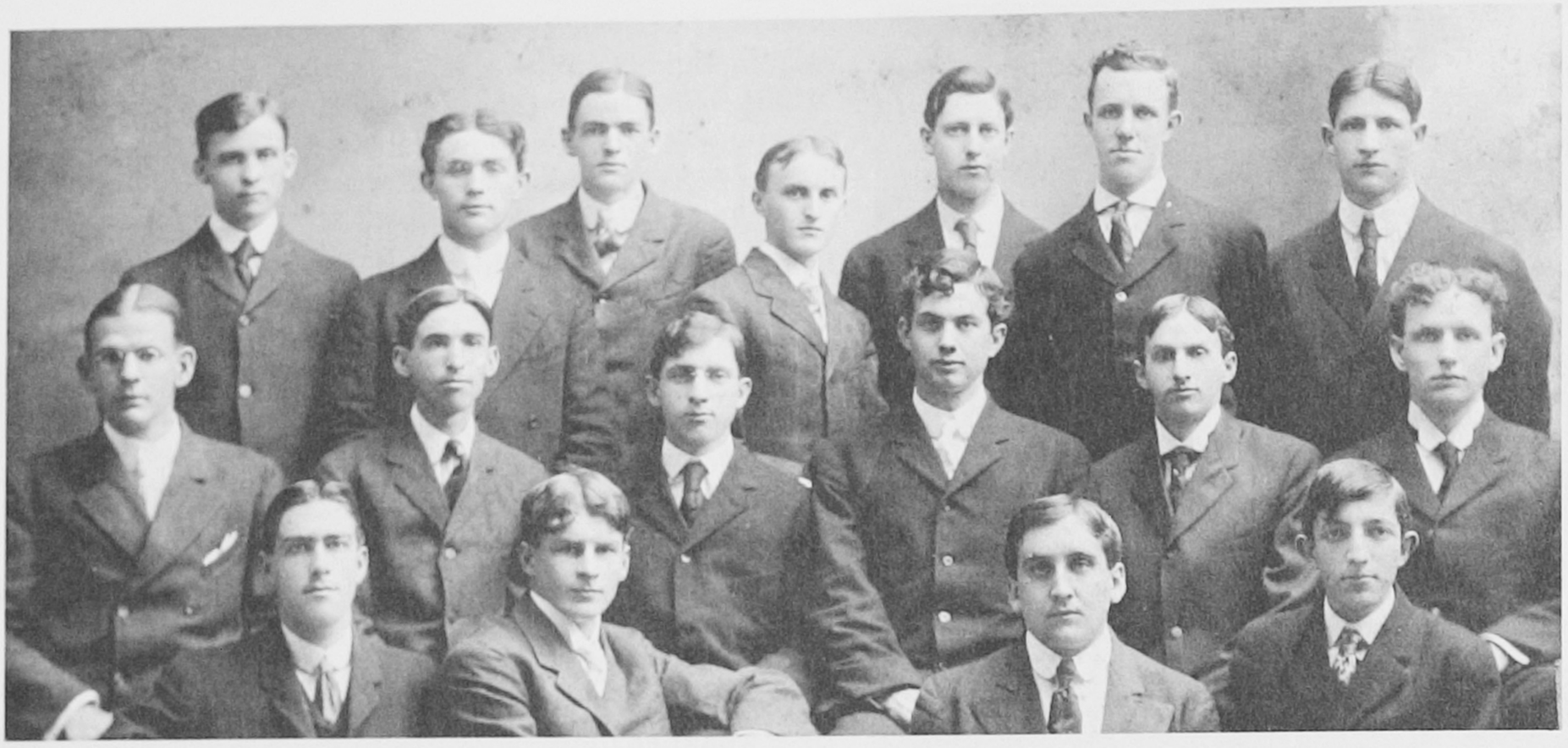
Track,

Squash,



Tennis,

and much more . . .



The seventeen brothers of Kappa Delta Rho, founded in the previous year, 1905.

This proposal legally fixes the "ultimate" ownership of fraternity properties in the event that they should cease their current function and thus offers the College reasonable assurances that funds directed toward fraternities over a period of time are recoverable.

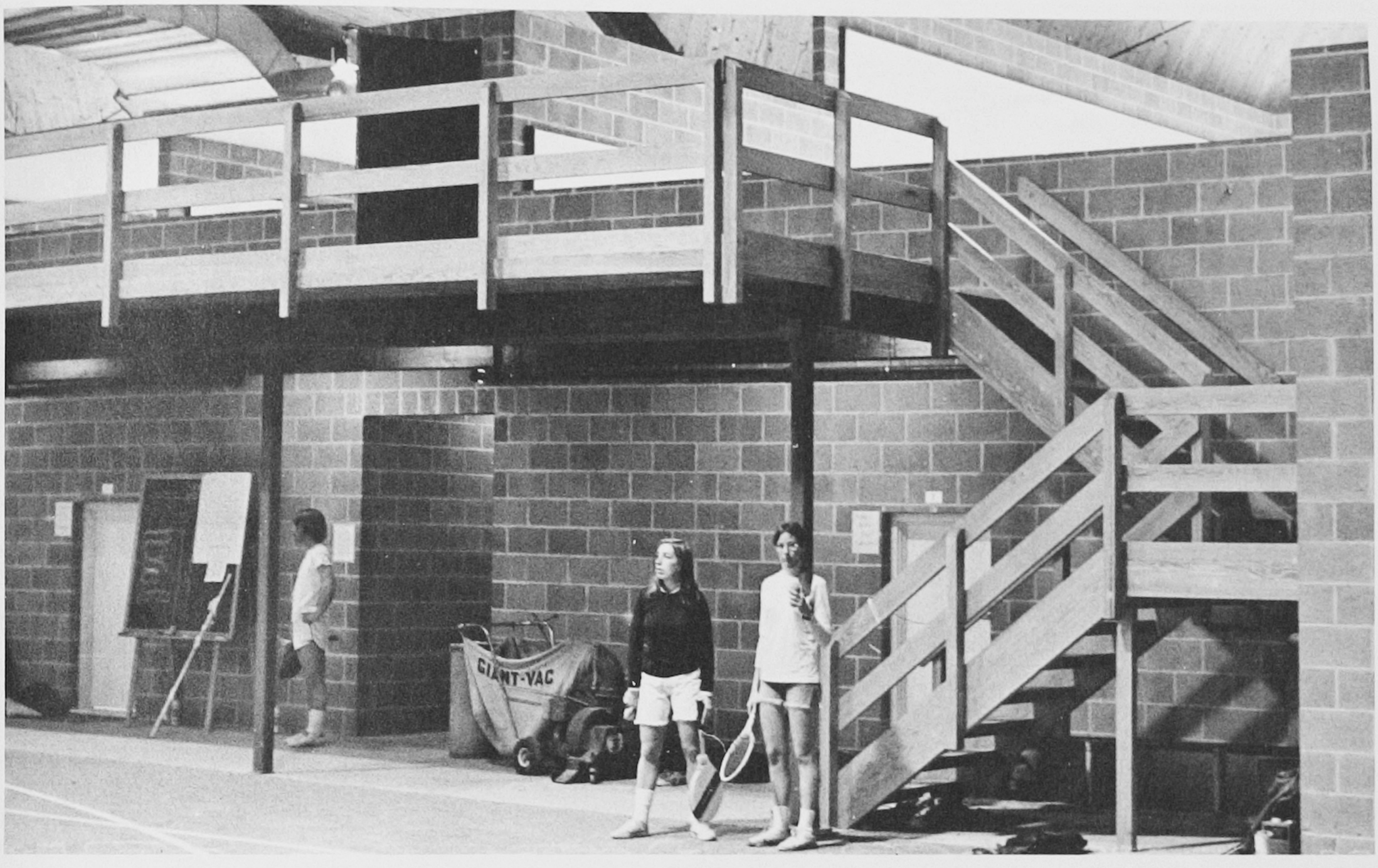
By placing a person appointed by the President on the legal corporation there is some direct voice of the College at the point of legal responsibility and control. At the same time, this keeps the basic *de jure* authority over the houses in the hands of elected fraternity corporations and should assure members that the arrangements do not constitute a "takeover" for the purpose of subverting fraternity life.

If the College is to become more directly related to fraternities, I believe that some form of open rush should be established. I would concur with the October 2, 1973 statement of the Student Forum Working Group on Fraternities: ". . . the manner in which rush is conducted should be fundamentally non-selective." And I am encouraged by the fact that on the Fact Finding Committee poll of fraternity opinion the answer to the question "Are you interested in the power to withhold membership from an applicant?" the answer was 46 yes, 76 no.

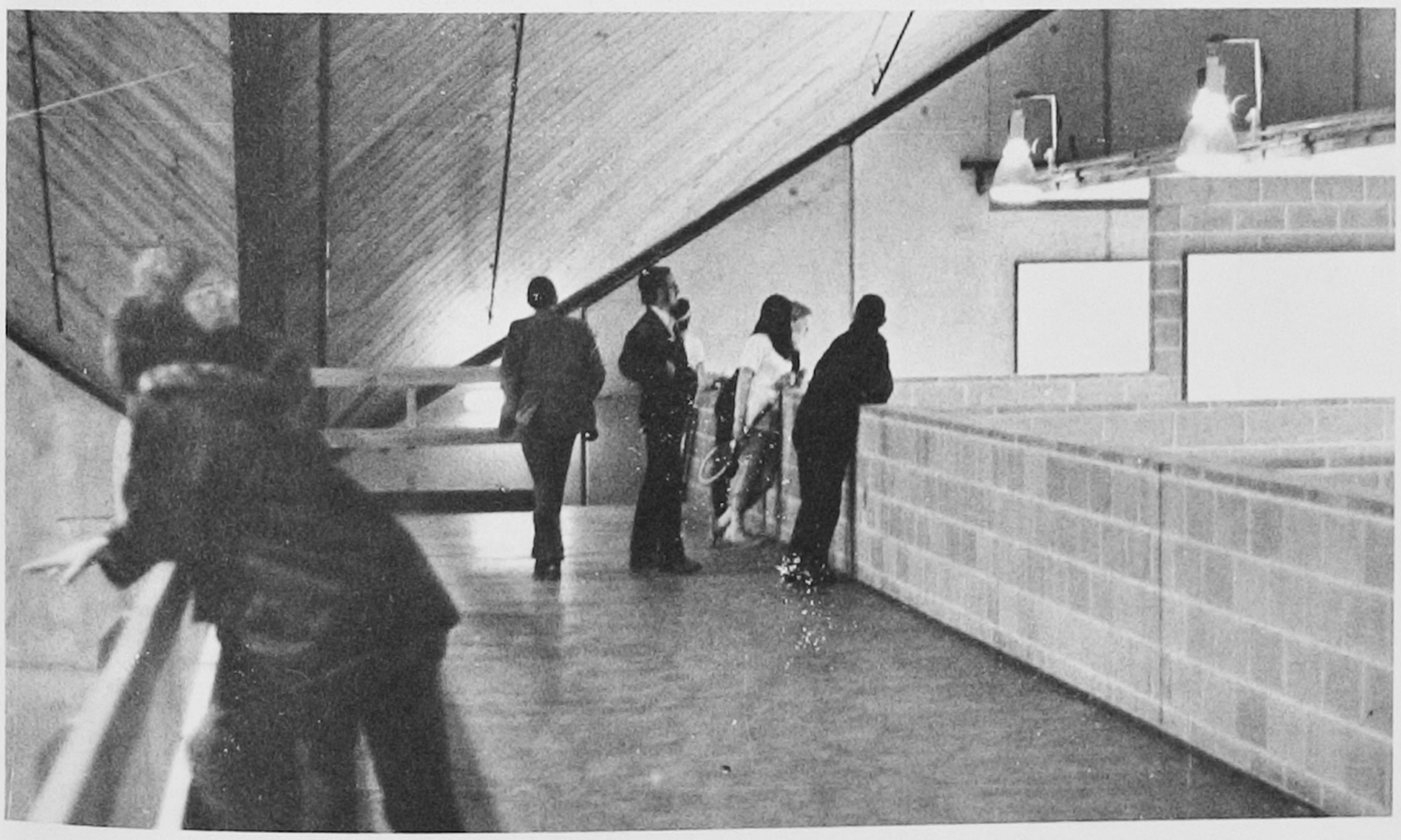
I believe that the College would be reluctant to place one or two students into an on-going fraternity situation and would in most cases attempt to accommodate them in on-campus facilities. Nevertheless, the right to exercise control over the total college facilities (in which fraternities must be counted) is essential. The College would not use this right to increase fraternity capacity on an *ad hoc* basis, e.g., in a situation of overcrowding, the College would not convert social space into living space, and I believe this could be reasonably guaranteed without fixing the use of fraternity facilities in perpetuity.

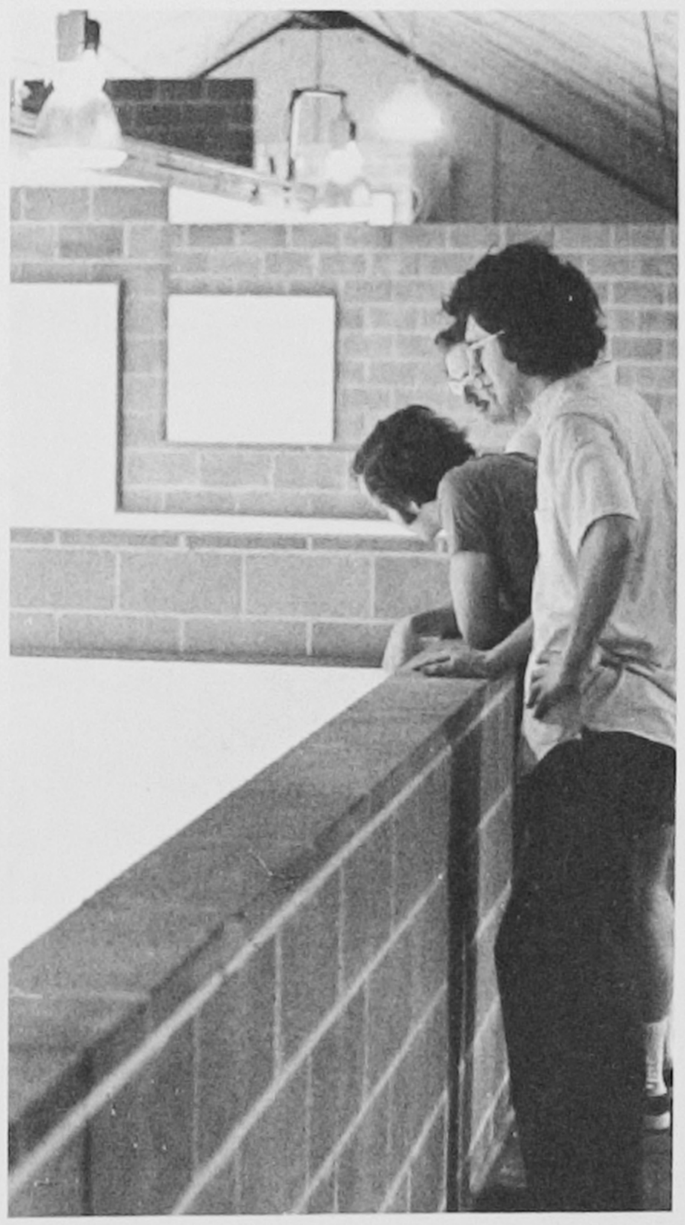
I believe that these proposals are a reasonable step forward in better relations between the College and the fraternities. I think that if they are accepted by the fraternity corporations they would help resolve the major anomalies of the past and establish a more realistic structure of accountability. I do not believe that this is all that would be *desirable* in working out better relations between fraternities and the College and I hope that mutual discussion in good faith along the lines of the October 2 statement of the Student Forum Working Group would suggest other arrangements of mutual benefit. I see a *major* item of discussion and negotiation in an agreed upon means of determining (i) when a fraternity has truly ceased to function and the house is liable to reversion to direct College ownership. Who will determine and on what grounds? (ii) will there be an agreed upon means of determining whether the maintenance of fraternity facilities as a part of a total College living and dining program has become too costly? Given the fact that the College and the individual corporations will have a concern to maintain safe and reasonably efficient facilities, what happens if a house is judged to be unsafe and hopelessly inefficient to maintain? How far should the College go in "subsidizing" if it comes to that?

I do not think that these proposals will entirely solve the anomalous relation of fraternities to the College. I am convinced, however, that the basic structure of the proposals above will help to resolve these problems. I hope all parties will consider these proposals in good faith. Continued animosity on real or pseudo-issues involving fraternities is in no one's best interests. □



At east end of Fletcher, students (above) waiting to get a court, stand beneath observation bridge from which (below) kibitzers have an overview, to left, of all the tennis action and, to right, of the lightning play in one doubles and four singles squash courts.





For the action they're watching, turn the page . . .

Fletcher Field House, the College's new recreational facility, has no windows. To passersby it sits, for all its visual jauntiness, impassively like the mausoleum for a departed sheik or like a left-over Reunion tent waiting quietly for next year's Commencement.

But inside—from opening day in the Winter Term until final exams—was a continuous hubbub of day-long activity. Sign-up sheets for use of the tennis courts and the squash courts were always full several days ahead. In the mornings Phys Ed had exclusive use of the full facility—tennis lessons, squash lessons, pole vaulting and broad-jumping practice, track workouts. Then from mid-afternoon until 7:30, the baseball and lacrosse teams enjoyed the practice denied them by the cold wet Spring outside. But from noon until 2:30 and again from 7:30 until 10:30 closing, all courts—both tennis and squash—were in solid use by students, faculty, and staff. The pristine, white squash courts were well-speckled with ball marks by the end of the Winter Term, and tennis and track proceeded with gusto on macadam despite delay in installation of a synthetic turf. (In mid-June it still wasn't down, although a composition acceptable to the state fire marshal had at least been found and installation appeared imminent.)

While lacrosse players practice (right) a lone runner jogs around the track (below right), protected by the acres of netting surrounding the play area. Meanwhile (below) a vaulter practices above a portable pit.

SPRING SPORTS ROUNDUP

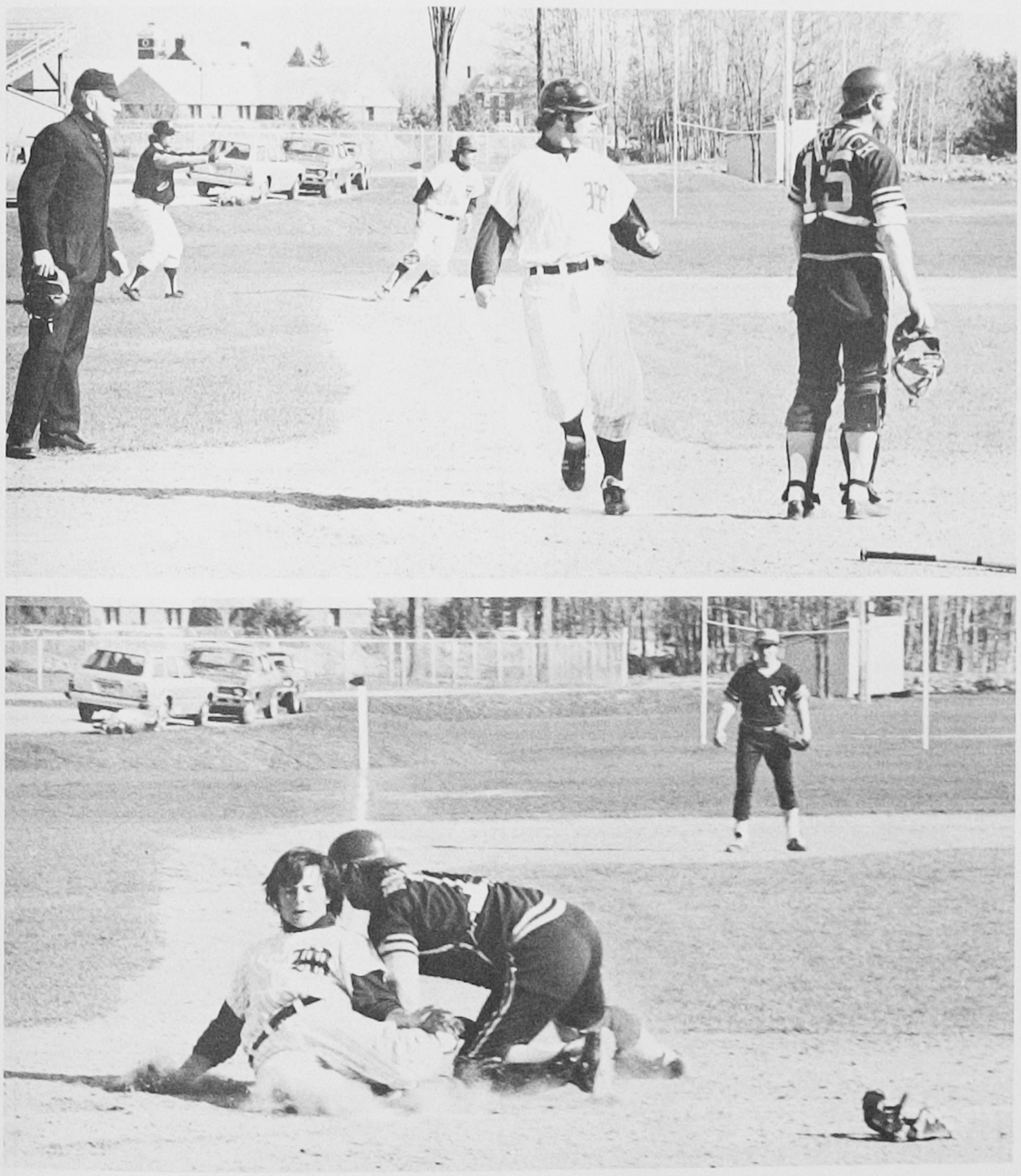
By Max Petersen

Despite the lack of adequate preparation for the season because of a late snow storm, 5 of 7 varsity and 'B' teams recorded winning spring seasons.

Middlebury teams in five different sports, playing many of the top teams in New England and the East, posted a creditable combined total of 37 wins, 33 losses and one tie.

Fielding one of its finest nines in several years, the Panther baseball team rolled to an outstanding 9-5-1 mark behind some solid pitching and clutch hitting. (The tie, most unusual in baseball, came against Lowell Tech when the game was rained out in the eighth inning.)

Varsity lacrosse rolled to its second straight 9-5 season. Ranked 8th in New England, the Panthers received an ECAC regional tournament bid, which had to be declined because it conflicted with exams.



Designated hitter Ed Wilkins '75 scores as Steve Scheufele '77 pulls up at third only to score minutes later (below) as Panthers took first half of Norwich doubleheader, 8-1.

Baseball
(9-5-1)

Midd		*Opp*
11	Castleton	4
12	Clarkson	3
10	Bentley	5
3	RPI	4
3	Norwich	10
9	St. Michael's	2
0	Castleton	4
2	St. Michael's	1
3	Lowell Tech.	3 (T)
8	Norwich	1
6	Williams	11
3	Union	2
17	Plattsburgh	7
2	Vermont	4
4	Vermont	2

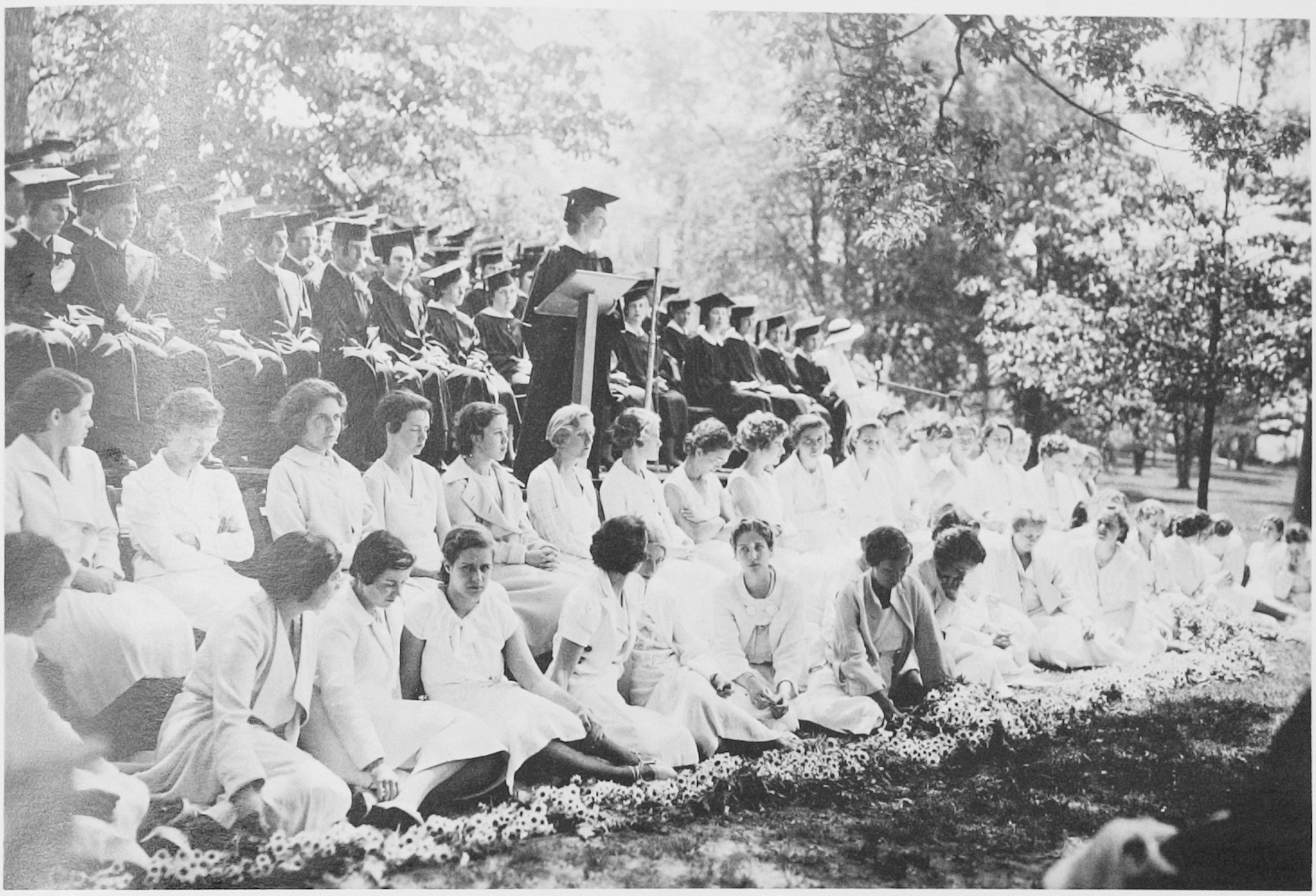
Track
(3-5)

Midd		*Opp*
22	Union	123
	State Meet (2nd) :	
44	Vermont	135
44	Norwich	13
45	Williams	106
111	Norwich	43
44½	WPI	116
44½	Nichols	21½
70	RPI	83

Golf
(1-11)

Midd		*Opp*
2½	Amherst	20½
2½	Brown	4
	Vt. State Meet (4th) :	
421	Vermont	414
421	Norwich	417
421	St. Michael's	418
397	St. Lawrence	406
397	Albany State	392
	New Englands (25th) :	
410	Union	409
428	Williams	391
428	Albany State	417
428	U Mass	395
418	Dartmouth	368

Speed of ball's flight can be seen in lower left photo (taken at 1/125th); drive has already rebounded off front wall past other player's racquet before he can react.



forty years ago...

...when women were women and glad, they dressed in white and carried daisy chains on Class Day (above) and, as attendants to the Queen of Junior Prom, (right) donned bias-cut gowns—remember ruffles, sequins, taffeta, corsages?—and carried nosegays. Ladies-in-waiting for Prom Queen Dorothy Gray '35 (living now in Honolulu) were from left, Mary Jane Kevan '36 (now of Montreal), Faith Arnold '35 (Middletown, N. Y.), Dorothy Wilson '34 (West Orange), and Jean Wilcox '37 of Randolph, Vt.

Milers (in white) got off to good start in home win against Norwich. Mark Vernon '76, left, placed 2nd and Jim Clarke '75, right, was 4th as Chris Baldwin '77, center, won event in 4:24. Below, three Williams players look on as official signals a Panther goal. Middlebury went on to best the highly regarded Ephmen 8-2.

After a big upset win over a strong Vermont tennis team in mid-season, Panther courtmen went on to take 3 of their last 5 matches and finish with a 6-4 record and placed 15th in the New Englands.

The track team got off to a late start (its first meet was snowed out) and never did gain top form. Short on talent in some areas, the Panther trackters compiled a 3-5 mark.

Faced with a lack of experience and little chance for perfecting their game, the Middlebury golfers dropped 11 of their 12 matches and finished 25th in the New Englands.

Both the 'B' tennis and 'B' lacrosse teams turned in outstanding seasons, promising next year's varsities continued success. 'B' tennis registered the best record of any spring team, rolling through a 5-1 campaign.

Lacrosse

"A" Team (9-5)

Midd		*Opp*
7	Main Line Lacrosse Club	3
15	Swarthmore	4
3	Rutgers	23
4	Wesleyan	5
8	Springfield	7
6	UNH	7
10	Albany	7
11	Amherst	3
4	Dartmouth	7
10	Union	14
18	Norwich	2
12	Trinity	6
8	Hamilton	7
8	Williams	2

"B" Team (3-3)

8	Vermont	7
1	Dartmouth	7
12	Union	13
7	RPI	1
5	Vt. Academy	4
4	Williams	6

Tennis

"A" Team (6-4)

Midd		*Opp*
1	Vermont	8
9	RPI	0
9	Clarkson	0
3	Amherst	6
5	Vermont	4
9	St. Michael's	0
8	Plattsburgh	1
6	St. Lawrence	3
1	Dartmouth	8

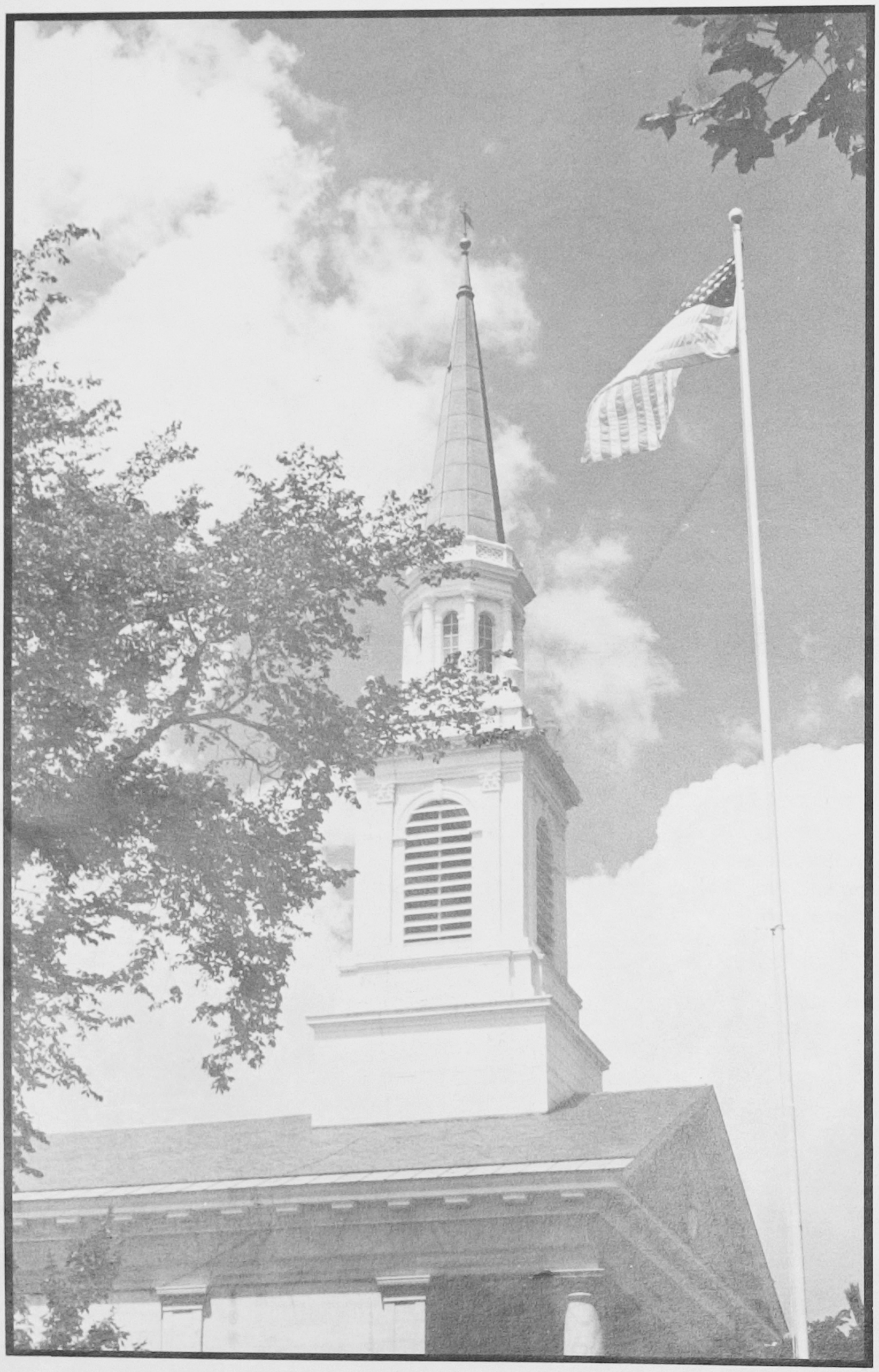
N.E. Tournament (15th)

4	Union	5

"B" Team (5-1)

6	Vermont	3
9	RPI	0
6	Mt. Hermon	3
7	Vermont	2
1	Dartmouth	8
9	Northwood	0

Middlebury

COLLEGE NEWS LETTER

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